**DEPARTMENT OF FURTHER EDUCATION, EMPLOYMENT,**

**SCIENCE AND TECHNOLOGY**

**(South Australia)**

**Certificate II in Education and Skills**

**Development**

Accredited Under: Training and Skills Development Act, 2008

Accredited From: 1 January 2010

Accredited To: 31 December 2014

**Addendum**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| AMENDMENTS STATUS  Saved in TRIM: DFEEST/09/124901 | | | | |
| **Version** | **Date** | **Author** | **Summary of Amendments** | **Section** |
| V1.0 | 17/11/2009 |  | This is the first iteration |  |
| V1.1 | 23/11/2009 |  | Units placed in alphabetical order |  |

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# Section A – General Information

## Copyright Owner of the Course

Department of Further Education, Employment, Science and Technology

## Address

PO Box 320

Adelaide SA 5001

## Contact Details for Course Developer

Manager, Admissions and Curriculum Unit

TAFE SA Network Services

Level 2, 11-29 Waymouth Street

Adelaide SA 5000

## Type of Submission

Accreditation

## Copyright Acknowledgement

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The course contains units of competency from Training Packages.

For copyright information contact TVET Australia Training Product Services <http://www.atpl.net.au/>

Units can be downloaded from the National Training Information Service website <http://www.ntis.gov.au>.

Deliverers are to ensure that:

* current national units of competency are delivered
* assessments against a unit of competency comply with the requirements of the unit descriptor and with the *Assessment Guidelines* of its respective Training Package
* units of competency have been imported in this course from the nationally accredited Certificate I in General Education for Adults (Introductory) 21771VIC and Certificate II General Education for Adults 21772VIC:

Curriculum Document Version 2 can be downloaded from Training Support Network

<http://trainingsupport.otte.vic.gov.au/default.cfm>

Units from the above curriculum are listed in full within this document.

These documents were made available under a ‘Preserved Integrity’ licence for educational purposes.

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## Licensing and Franchise

To obtain permission to deliver this course contact the Records and Information Officer at the address below, stating:

* the name of your organisation
* the name and code of this course
* if only selected units/modules are required, list those you wish to offer
* if a copy of the curriculum document is required.

Records and Information Manager

Quality Directorate

Department of Further Education, Employment, Science and Technology

GPO Box 320

Adelaide SA 5001

Telephone: (08) 8226 3431

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## 7. Course Accrediting Body

Training and Skills Commission

GPO Box 320

Adelaide SA 5001

Telephone: Executive Officer

(08) 8226 1713

## 8. AVETMISS Information

Qualification Title Certificate II in Education and Skills Development

ASCO GEN 18

GEN 19

ANZSIC 8432

Stream of Study 120201

National Code 40625SA

TAFE SA Code NYS

Field of Education (ASCED Code) 1299

## 9. Period of Accreditation

Accredited from: 1 January 2010

Accredited to: 31 December 2014

# Section B – Course Information

## Nomenclature

*Standard 1 for Accredited Courses*

### *Name of the qualification*

Certificate II in Education and Skills Development

### *Nominal duration of the course*

450 hours

## Vocational or Educational Outcomes of the Course

*Standard 1 for Accredited Courses*

This courseis designed to provide a strong foundation in general and vocational education including language, literacy and numeracy development. Learners will be equipped with the skills and knowledge to prepare for further learning and to build employability skills, life and work skills.

Specifically, graduates will be able to:

* Clarify project goals - plan, carry out and evaluate a work related or learning project
* Identify a range of pathways options, develop a learning plan in relation to identified goals, assemble a portfolio and evaluate progress in relation to goals
* Read, manage and interpret a range of texts independently
* Independently write a range of texts
* Investigate, interpret and apply knowledge of every day and formal mathematics in a range of contexts
* Communicate in a range of contexts building self-confidence for further learning and employment pathways
* An introduction to vocational skills in a range of fields
* Experience and build on Employability Skills required to work in industry and the community
* Develop skills necessary for lifestyle as well as lifelong learning
* Build on skills covering 5 core skills as identified in Australian Core Skills Framework (ACSF) at levels 2-3 for literacy and levels 2-5 for numeracy (including specialist elective mathematics units) of performance.

## Development of the Course

*Standards 1 and 2 for Accredited Courses*

### *Industry/enterprise/community needs*

From the inception of the Vocational Education Training (VET) system there has always been a cohort of potential students who, for a variety of reasons, have not achieved the level of literacy and numeracy that is required for them to access mainstream vocational courses. In addition, a significant body of other learners in the VET system do not have adequate study skills or grounding in the employability skills to enable them to have a reasonable chance of succeeding within either education or employment.

The Certificate II in Education and Skills Development provides these student cohorts with an educational pathway that builds language; literacy and numeracy skills sufficiently to successfully undertake further vocational training or transition into the workforce. It is particularly important to the following student cohorts:

* Learners from an Aboriginal or Torres Strait Islander background
* Learners with a range of disabilities and special needs, including the deaf and hard of hearing
* Young learners at risk of disengaging from formal learning
* Clients registered through job network and Centrelink seeking work
* Existing or older workers needing to improve language, literacy and numeracy skills to re-enter the workforce or retain employment opportunities
* Learners from Culturally And Linguistically Diverse (CALD) backgrounds

This course is also an essential tool for driving and achieving the National and State Government’s economic and social inclusion policies and priorities.

The outcomes of the Certificate II in Education and Skills Development relate to and support the following strategic policies and directions:

* Australia's National strategy for VET 2004-2010 to improve outcomes for equity groups, for indigenous students and students with a disability
* South Australia’s Strategic Plan (see [www.saplan.org.au](http://www.saplan.org.au))

Employment

* + T1.10 better the Australian average employment growth rate
  + T1.11 Unemployment, equal or lower than the Australian average
  + T1.12 Increase employment participation

Education

* + T6.15 Learning or Earning
  + T6.16 SACE or equivalent
  + T6.17 Science and Maths, Workforce Development and Training
  + T6.19 Non-school qualification
  + T6.21 VET participation
* *SA DFEEST Better Skills. Better Work. Better State*. Priority 2 - removing barriers for marginalised or disengaged people to participate in learning and work community learning.

***3.2 Review for re-accreditation***

*Standards 1 and 2 for Accredited Courses*

The previously endorsed South Australian Introductory in Vocational Education curricula containing the Certificate II (40471SA) and Certificate III (40470SA) courses were initially accredited in January 2004. Since the accreditation of this suite of courses the landscape around General Education and language, literacy and numeracy has changed.

At the commencement of the review process a comprehensive environmental scan of general education courses was undertaken. The scoping exercise identified that related courses had been developed in both Victoria and New South Wales. Importantly, no Training Package qualification was found to address the identified outcomes of the Introductory Vocational Education courses.

The findings of the Environmental Scan where reviewed by key stakeholders with input from TAFE SA subject specialists. This group made the following recommendations that informed the reaccreditation process:

1. That the Certificate III in Introductory Vocational Education (40472SA) was no longer required due to the low enrolment numbers, as well as the VET focus to encourage pathways into vocational training
2. That the courses in NSW and Victoria failed to provide the necessary flexibility to meet the course outcomes needed for South Australia
3. That units of competency developed by Victoria in the field of general education provided additional options for enhancing, strengthening and improving the South Australian curriculum
4. That the course structure and packaging rules be reviewed to allow greater flexibility for future training programs, to meet South Australia’s training reforms and to maximise vocational pathways.

***3.3 Transition Arrangements***

*Standards 1, 2 and 3 for Accredited Courses*

***Unit Mapping Table – Core Units Only***

| **Previous Course** | | **New Course** | | **Credit Transfer**  **Equivalence** |
| --- | --- | --- | --- | --- |
| **40471SA** | **Certificate II in Introductory Vocational Education** | **40625SA** | **Certificate II in Education and Skills Development** |
|  |  |  | **Communication** |  |
| NYBA  NYBZ | Independent Reading  *and*  Research and Problem Solving Skills | NYSA | Read texts independently | Equivalent |
| NYBA  NYCS | Independent Reading  *and*  Australian Society |
| NYBA  NYBM | Independent Reading  *and*  Prose Reading |
| NYBB  NYBZ | Independent Writing *and*  Research and Problem Solving Skills | NYSB | Write texts independently | Equivalent |
| NYBB  NYCS | Independent Writing  *and*  Australian Society |
| NYBB  NYBM | Independent Writing  *and*  Prose Reading |
| NYBC | Core Communication | NYSC | Communicate effectively | Equivalent |
| NYBC | Effective Communication |
| LBXB | Communication in the workplace |
| NYBG | Organised for study | NYSD | Develop and implement a learning plan | Equivalent |
|  |  |  | **Mathematics** |  |
| NYLC | Decimals, fractions and percent 2 | NYSG | Use basic mathematical operations | Equivalent |
| LBWD | Apply mathematical skills to consumer situations | NYSF | Apply basic mathematical skills in consumer settings | Equivalent |
| CBHP | Mathematics of finances | NYSF | Apply basic mathematical skills in consumer settings | Related |
| NYBE | Measurement | NYSF | Apply basic mathematical skills in consumer settings | Related |
| NYBE | Measurement | NYSE | Apply trade mathematics for costing projects | Related |
| NYCP | Decimals and fractions | NYSH | Using mathematical operations for trade purposes | Related |
| NYCR | Percentages and ratios | NYSH | Using mathematical operations for trade purposes | Related |
| CBHH | Geometry of circles | NYSH | Using mathematical operations for trade purposes | Related |

**Course Advisory Panel Members**

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Aboriginal Access program staff, TAFE SA lecturers

**4 Course Outcomes**

*Standards 1, 2 and 3 for Accredited Courses*

### *4.1 Qualification level*

These outcomes of the Certificate II in Education and Skills Development are consistent with the distinguishing features of a ***Certificate II***under the Australian Qualification Framework in that they enable an individual to:

* Demonstrate basic operational knowledge in a moderate range of areas
* Apply a defined range of skills
* Apply known solutions to a limited range of predictable problems
* Perform a range of tasks where choice between a limited range of options is required
* Assess and record information from varied sources

### *4.2 Employability skills*

*Standard 4 for Accredited Courses*

Learners undertaking this qualification are acknowledged as needing to strengthen general or ‘soft’ skills to ensure they are able to successfully undertake further study pathways or integrate into employment. The development of learner’s employability skills in the following areas are a key outcome of the Certificate II in Education and Skills Development:

* Learning
* Self-management
* Communication
* Teamwork
* Problem solving
* Planning and organising
* Technology
* Initiative and enterprise.

The delivery and assessment of Employability Skills will take place within the general delivery and assessment procedures of the specific competencies. A summary of each Employability Skill and the facets developed through completing this qualification are provided in Appendix A: Certificate II in Education and Skills Development Skills Summary.

In addition to the Employability Skills the redeveloped units in language, literacy and numeracy, including specialist elective mathematical units within the Certificate II in Education and Skills Development, have been mapped against the five core skills of the Australian Core Skills Framework (ACSF) 2008. (refer to Appendix B: Summary Mapping of Core Units to the Australia Core Skills Framework)

Download complete ACSF Document

<http://www.deewr.gov.au/Skills/Programs/WorkplaceEnglishLanguageandLiteracy/Documents/AustralianCoreSkillsFramework.pdf>

The ACSF describes levels of performance in the five core skills of:

* Learning
* Reading
* Writing
* Oral Communication
* Numeracy.

Using the ACSF will allow:

***Assessment of the core skills performance***

Describe an individual’s performance in the five core skills at any point in time, and then monitor progress over time.

***Describing core skills in the workplace***

Enable LLN practitioner to identify and discuss core skills issues with others in the workplace.

***Mapping curricula to the ACSF***

Provide a common reference to describe adult English language, literacy and numeracy performance across Australia.

### *4.3 Recognition given to the course (if applicable)*

*Standard 5 for Accredited Courses*

Not Applicable

This course does not provide recognition for membership of professional associations or industrial awards.

### *4.4 Licensing/regulatory requirements (if applicable)*

*Standard 5 for Accredited Courses*

There are no licensing or regulatory requirements which apply to the core units of this course. While some of the elective units may fall into areas covered by licensing arrangements, students will not be able to complete a whole qualification in these areas and therefore licensing requirements will not apply.

## 5. Course Rules

*Standards 2, 6, 7 and 9 for Accredited Courses*

The Certificate II in Education and Skills Development requires learners to complete a total of **10 core units** comprised of:

* 8 compulsory units, as well as
* 2 Numeracy and Mathematics units; students may choose from either generic or trade focused\* units

**And**

* 185 hours of elective units

\*Where learners complete the two trade focused Specialisation units they are entitled to receive the Certificate II in Education and Skills Development (specialising in a Trade Focus) or  
Certificate II in Education and Skills Development (specialising in a Technical Focus)  
  
Electives used would need to support this focus

**Guidelines for the Selection of Elective Units**

Elective units selected from training packages should focus on providing opportunities for the learner to support their identified vocational pathway.

To enhance and strengthen employability skills for the learner vocational placement is strongly recommended when selecting electives. The assessment of vocational units is recommended within a workplace or a simulated workplace:

* 75% of the elective hours must be completed at AQF 2 or AQF 3 level
* Elective units may be chosen from any nationally endorsed training package and/ or accredited language curricula
* Elective units may be selected from an AQF Certificate I (25%), AQF II or III (75%) level course.

When selecting elective units of competency from national Training Packages, the responsibility is on the RTO to:

* Ensure the latest units listed on the National Training Information Service (<http://www.ntis.gov.au>) are used
* Have on their Scope of Registration any units of competency delivered from Training Packages or accredited language curricula.
* Follow the assessment guidelines in the parent Training Package
* Meet all requirements of other curricula or Training Packages.

Learners who exit before completing the course requirements will be issued with a Statement of Attainment indicating the units of competency which have been successfully completed.

***5.1 Course structure***

| **National Code** | **Title** | **AQF** | **ACSF**  **Level**  **Entry** *not mapped* | **Hours** |
| --- | --- | --- | --- | --- |
| ***Core Units: (10 core units must be completed)*** | | | | |
| NYSC | Communicate effectively | 2 | 2 | 30 |
| NYSD | Develop and implement a learning plan | 2 | 2 | 30 |
| ICAU1128B | Operate a personal computer | 1 | *n/m* | 15 |
| ICAU1129B | Operate a word processing application | 1 | *n/m* | 15 |
| BSBOHS201A | Participate in OHS processes | ~~2~~ | *n/m* | 20 |
| NYSA | Read texts independently | 2 | 2 | 40 |
| ICAU1133B | Send and retrieve information using web browsers and email | 1 | *n/m* | 15 |
| NYSB | Write texts independently | 2 | 2 | 40 |
| ***Core Skills: Numeracy and Mathematics - Choose 2*** | | | | |
| ***Generic*** | | | | |
| NYSF | Apply basic mathematical skills in consumer settings | 2 | 2 | 30 |
| NYSG | Using basic mathematical operations | 2 | 2 | 30 |
| ***Trade and Technical Focus Specialisation*** | | | | |
| NYSE | Apply trade mathematics for costing projects | 2 | 3 | 30 |
| NYSH | Using mathematical operations for trade purposes | 2 | 3 | 30 |
| ***Elective Units*** | | | | |
| Choose elective units to the total of 185 hours at AQF level 1, 2 or 3.  75% of the elective hours must be completed at AQF level 2 or 3. | | | | |

This is a suggested list of elective units to facilitate selection.

Electives may be selected from one or more groups.

Elective choices should reflect the identified vocational pathway of the learner where possible.

| **National Code** | **Title** | **AQF** | **ACSF**  **Level**  **Entry**  *not mapped* | **Hours** | |
| --- | --- | --- | --- | --- | --- |
| ***Communication*** | | | | | |
| VBQU168 | Access the internet for language learning | 1 | *n/m* | 20 | |
| PSPGOV313A | Compose workplace documents | 3 | *n/m* | 30 | |
| VBQU149 | Create a range of texts of some complexity for learning purposes | 2 | *n/m* | 25 | |
| VBQU150 | Create routine workplace documents | 2 | *n/m* | 25 | |
| VBQU146 | Engage with a range of texts of some complexity for employment purposes | 2 | *n/m* | 25 | |
| VBQU145 | Engage with a range of texts of some complexity for learning purposes | 2 | *n/m* | 25 | |
| NYSK | Introduction to research and assignment writing | 2 | 3 | 40 | |
| FDFOPTTG2A | Participate in work teams and groups | 2 | *n/m* | 20 | |
| NYSL | Present to a group | 2 | 2 | 20 | |
| NYSM | Read and respond to technical texts | 2 | 2 | 20 | |
| PSPGOV208A | Write workplace routine materials | 2 | *n/m* | 30 | |
| ***Learning about self and society*** | | | | | | |
| HLTFA301B | Apply first aid | 3 | *n/m* | 30 | |
| VBQM478 | Australian Art and Culture | 2 | *n/m* | 30 | |
| VBQM480 | Australian Government | 2 | *n/m* | 30 | |
| VBQM483 | Australian History | 2 | *n/m* | 30 |
| VBQM481 | Australian Law | 2 | *n/m* | 20 |
| VBQM484 | Current Affairs | 2 | *n/m* | 20 |
| VBQU173 | Explore health and well being | 1 | *n/m* | 20 |
| CHCAOD201D | Prepare for alcohol and other drugs work | 2 | *n/m* | 70 |
| LBWF | Understand and Recognise Psychological Health | 2 | 2 | 30 |
| LBWG | Understand Sexuality and Sexual Health | 2 | 2 | 30 |
| LBWH | Understand Your Rights as a Citizen | 2 | 2 | 20 |
| LBWK | Understand Your Rights as a Consumer | 2 | 2 | 20 |
| ***Mathematics and Science*** | | | | | |
| VBQU163 | Analyse and evaluate numerical and statistical information | 3 | *n/m* | 50 |
| VBQU185 | Analyse science in the community | 3 | *n/m* | 40 |
| VBQM474 | Australian Environment | 2 | *n/m* | 20 |
| VBQU186 | Design and review a project | 3 | *n/m* | 40 |
| VBQU178 | Explore continuity of life | 2 | *n/m* | 20 |
| VBQU177 | Explore Earth in space | 2 | *n/m* | 20 |
| VBQU175 | Explore energy and matter | 3 | *n/m* | 20 |
| VBQU172 | Explore science in the community | 1 | *n/m* | 40 |
| VBQU174 | Explore the environment | 1 | *n/m* | 20 |
| VBQU477 | Health and Medicine | 2 | *n/m* | 20 |
| VBQU153 | Investigate, interpret and produce numerical and statistical information | 2 | *n/m* | 50 |
| NYSW | Investigating scientific methods and concepts | 3 | 3 | 30 |
| VBQU183 | Research chemicals and change | 2 | *n/m* | 20 |
| VBQU184 | Research energy, force and matter | 2 | *n/m* | 20 |
| VBQU180 | Research living things | 2 | *n/m* | 20 |
| VBQU179 | Research science in the community | 2 | *n/m* | 20 |
| VBQU181 | Research the environment | 2 | *n/m* | 20 |
| VBQU164 | Use algebraic techniques to analyse mathematical problems | 3 | *n/m* | 50 |
| VBQU165 | Use formal mathematical concepts and techniques to analyse and solve problems | 3 | *n/m* | 50 |
| NYSN | Using algebraic functions | 2 | 5 | 30 |
| NYSP | Using algebraic operations | 2 | 4 | 30 |
| NYSS | Using geometry and trigonometry | 2 | 4 | 30 |
| NYST | Using measurement mathematics | 2 | 3 | 20 |
| NYSR | Using statistics and graphs | 2 | 4 | 30 |
| ***Work related Study*** | | | | | |
| PXMC | Becoming job ready | 2 | 2 | 30 |
| BSBCMM201A | Communicate in the workplace | 2 | *n/m* | 40 |
| VBQU171 | Participate in a practical placement | 2 | *n/m* | 40 |
| NYSX | Planning a future career | 2 | 2 | 30 |
| CHCORG202C | Work with others | 2 | *n/m* |  |
| ***Technology*** | | | | | |
| BSBITU203A | Communicate electronically | 2 | *n/m* | 20 |
| BSBITU102A | Develop keyboard skills | 1 | *n/m* | 40 |
| NYSY | Learn online | 2 | 2 | 20 |
| ICAU1204B | Locate and use relevant online information | 1 | *n/m* | 20 |
| ICAU1131B | Operate a database application | 1 | *n/m* | 20 |
| ICAU1132B | Operate a presentation package | 1 | *n/m* | 15 |
| ICAU1130B | Operate a spreadsheet application | 1 | *n/m* | 20 |
| ICAU2005B | Operate computer hardware | 2 | *n/m* | 30 |
| ICAU2006B | Operate computing packages | 2 | *n/m* | 60 |
| BSBITU309A | Produce desktop published documents | 3 | *n/m* | 50 |
| BSBITU201A | Produce simple word processed documents | 2 | *n/m* | 60 |
| ICAU2231B | Use a computer operating system | 2 | *n/m* | 30 |
| Aboriginal Studies | | | | | |
| NYTB | Contemporary Aboriginal issues | 2 | 2 | 40 |
| NYSZ | Exploring Aboriginal issues - past and present | 2 | 2 | 50 |
| New finished | Exploring Traditional Aboriginal and Torres Strait Islander culture | 2 | 2 | 50 |
| Auslan | **Specific Units for Auslan users**  Note: these units require additional lecturer vocational competencies to be delivered. Refer to 7.2 |  |  |  |
| NYTC | Develop writing skills using basic verb tenses | 2 | 2*and*3 | 30 |
| NYTD | Engage in a spontaneous written interaction | 2 | 3 | 30 |
| NYTE | Use a range of question types | 2 | 3 | 30 |
| N YTF | Utilise basic patterns of clause and sentence structure | 2 | 2*and*3 | 40 |

### *5.2 Entry requirements*

*Standard 9 for Accredited Courses*

Applicants need to be able to:

* Write and communicate to an ACSF level 2 in writing, reading and oral communication.
* Undertake the generic core mathematical units ACSF level 2 is required.
* Undertake core trade or technical focus mathematical units an ACSF level 3 is required.

Descriptions of the ACSF standards can be accessed from:

[www.acsf.deewr.gov.au](http://www.acsf.deewr.gov.au)

It is also recommended that applicants are provided with a personal counselling session or interview as part of any selection process.

## 6. Assessment

### *6.1 Assessment strategy*

*Standards 10 and 12 for Accredited Courses*

Course assessment should be consistent with the requirements of Standard 1 of the AQTF 2007 Essential Standards for Registration.

Assessment methods should be flexible, valid, reliable and fair. Assessment of units requires evidence of satisfactory performance for each element of competency and its performance criteria through a variety of tasks depending on the criteria specified.

The following principles should be used as a guide to the assessment approach:

* assessment task/activities should be grounded in a relevant context and be culturally sensitive
* students should be assessed across a wide range of tasks integrated into practice in order to increase reliability and validity of assessment. One-off assessment tasks do not provide a reliable and valid measure of competence
* instructions for assessment tasks should be clear, explicit and ordered. Students must know what is expected and the criteria by which they will be judged
* time allowed to complete a task should be reasonable and specified, and should allow for preparation and re-drafting as appropriate to the task
* assessment should be validated. Moderation is likely to be a critical tool in the validation process. A range of validation strategies should be used, such as mentoring, client satisfaction survey, peer review and co-assessments
* appropriate reference materials should be available to students during assessment, such as personal word lists, dictionaries, thesaurus, calculators

(adapted from national reporting system, ©Commonwealth of Australia and ANTA, 1994-1995)

Assessment tools must meet the rules of evidence. To do this, evidence must be:

* *valid*, for example, assessing the elements to the standard identified in the Performance Criteria, reflecting the skills and knowledge described in the unit of competency, showing application in the context described in the Range Statement
* *current,* for example, demonstrate the candidate’s current skills and knowledge
* *sufficient,* for example, demonstrate competence over a period of time, demonstrate repeatable competence; and
* *authentic*, for example: be the work of the learner, be corroborated/verified.

Some assessment guidelines

Evidence gathering methods and assessment procedures must:

* be equitable to all groups of participants
* be culturally appropriate for the individual and the situation
* enable reasonable adjustments to be made to assessment procedures for people with special needs such as people with disabilities
* ensure the language and literacy requirements of the assessment process do not exceed the language and literacy requirements of the particular AQF level.

A variety of assessment methods and evidence gathering techniques may be used with the overriding consideration being that the combined assessment must stress demonstrable performance by the student as defined within each unit. Assessment tools must take into account the requirements of the unit in terms of skills, knowledge and performance. The *Critical Aspects of Evidence* section of each unit provides essential guidance on acceptable evidence.

Assessment methods and tools may include:

* written reports, essays or assignments
* oral presentations
* multimedia presentations
* prepared pieces in any media
* folios
* student self-assessment
* ongoing teacher assessment.

Evidence may include:

* interview records/checklists
* assessment records
* student folios
* third party feedback.

Evidence requirements are specified in each unit. Where appropriate, training providers are encouraged to take an holistic approach to assessment, by assessing more than one element concurrently, or combining the final assessment for more than one unit.

Assessment units of competency from Training packages must be carried out in accordance with the relevant training package guidelines. The guidelines include the necessary qualifications for those conducting assessments and provide for situations where more than one person may contribute to the assessment and where the required technical and assessment competencies may not all be held by any one person.

**Reasonable adjustment**

Under the Australian Quality Training Framework *Essential Standards for Registration*, a registered training organisation is required to identify and comply with relevant Australian Government, state or territory laws on issues such as discrimination.

In addition the *Disability Standards for Education 2005* clarifies the obligations of education and training providers to ensure that learners with disabilities are able to access and participate in education without experiencing discrimination. Information can be obtained from website:

[*http://www.dest.gov.au/sectors/school\_education/programmes\_funding/forms\_guidelines/disability\_standards\_for\_education.htm*](http://www.dest.gov.au/sectors/school_education/programmes_funding/forms_guidelines/disability_standards_for_education.htm)

“Reasonable adjustment refers to measures or actions taken to provide a learner with a disability the same educational opportunities as everyone else. To be reasonable, adjustments must be appropriate for that person, must not create undue hardship for the RTO.

Reasonable adjustment activities could involve:

* assisting learners to identify their learning needs
* modifying or providing equipment
* changing assessment procedures
* changing delivery modes
* modifying premises”.

<http://www.tpatwork.com/_content/factsheets/20081128142755Reasonable%20adjustment.doc>

### *6.2 Assessor competencies*

*Standard 12 for Accredited Courses*

RTOs to comply with the AQTF 2007 Essential Standards for Registration:

**Standard 1 The RTO provides quality training and assessment across all of its operations**

**Element 1.4 Training and assessment is delivered by trainers and assessors who:**

(a) have the training and assessment competencies determined by the National Quality Council or its successors\*

(b) have the relevant vocational competencies at least to the level being delivered or assessed, and

(c) continue to develop their vocational and training and assessment competencies to support continuous improvements in the delivery of RTO services.

*\*In relation to 1.4 a) above the National Quality Council determined on 29 March, 2007 that the training and assessment competencies to be held by trainers and assessors that are specified in the Australian Quality Training Framework (2005) Standards for Registered Training Organisations will continue for the New Australian Quality Training Framework Standards 2007.*

The publication AQTF 2007 *Users’ Guide to the Essential Standards for Registration* Appendix 2 available at the below website provides the requirements for this standard:

<http://www.training.com.au/documents/aqtf2k7_usr-guide-ess-std_final2.pdf>

In addition to the AQTF requirements, the following qualifications are required to teach the core skills for reading, writing and numeracy.

See section 7.2 **Vocational competency of lecturers**

## 7. Delivery

### *7.1 Delivery modes*

*Standards 11 and 12 for Accredited Courses*

Emphasis is placed upon the acquisition of knowledge and skills. Practical work is an integral part of course delivery and flexible delivery of units is encouraged.

Delivery strategies will be selected to reflect the unit outcomes requirements and the needs of learner groups which may require contextualisation of units. These include, but are not limited to:

* lectures, seminars and or demonstrations
* guest speakers
* workshops
* self-paced learning
* e-learning or distance learning
* work placement or other external methodologies
* case studies
* simulated workplace environment
* discussions
* roleplays.

Development of learning strategies to allow delivery in distance and flexible modes should take place. These include, but are not limited to:

* lectures, seminars and or demonstrations
* group discussions
* tutorial presentations
* guest speakers
* individual and group instructions
* technology
* project based.

When selecting methodologies, lecturers will take in to account available public and RTO resources, computer aided instruction programs and current research on adult teaching and learning strategies as well as the agreed national flexible delivery strategy.

The practice of sound occupational health and safety requirements should be considered as integral to developing good learning and work habits.

Theory is integrated with practical application throughout the course. All units make use of theoretical and conceptual underpinning knowledge to inform practice.

Customisation can occur at the point of delivery and assessment. Units may also be contextualised by structuring learning processes and assessment tools so they are relevant to the particular needs of enterprises, industry sectors or particular client groups, so long as they comply with the AQTF principles for customisation and the requirements that are contained within the training packages from which units have been taken.

The assessment instruments criteria may be modified to reflect state legislation and practice.

In addition, the elective components of this course provide the flexibility necessary for customisation requirements by enabling:

* particular enterprise needs to be met
* individuals to plan vocational career or further study paths.

### *7.2 Resources*

*Standard 12 for accredited courses*

The facilities and equipment required for these courses are detailed in each unit.

In general the facilities and equipment should provide an environment that is safe, conducive to learning, representative of present and emerging technologies as well as simulating, as best as possible, current workplace environments and practise.

All teaching facilities must conform to state occupational health and safety legislation.

***Resource implications***

* Access to appropriate workplace environment where language literacy and numeracy skills assessment, can be integrated where possible, into a workplace or simulated workplace setting
* Access to equipment and resources normally used in the workplace.

**Vocational competency of lecturers**

The focus of this qualification is aimed at a learner group where the expectation is that deliverers and assessors hold specialist qualifications in teaching literacy and numeracy as well as an understanding of education principles.

In addition to holding the TAA40104 Cert IV in Training and Assessment or equivalent, the following vocational competency requirements are required to teach and assess the core skills for reading, writing and numeracy.

Recommended minimum teaching qualification would cover the following qualifications.

1. A recognised Tertiary Education qualification - a formal qualification awarded by an university or tertiary institution, that is at least three years full-time in length or its part-time equivalent

OR

1. Nationally accredited Certificate IV in Language Literacy and Numeracy or equivalent with minimum of 2 years teaching practicum experience undertaken in the last 5 years in the field of language literacy and numeracy.

OR

1. At least 2 years teaching practicum experience undertaken in the last 5 years in the language literacy and numeracy field and currently undertaking studies towards a recognised qualification in literacy and numeracy.

**Vocational competency of lecturers delivering Auslan specific units**

***Auslan***

Lecturers assessing and delivering this course to Deaf and hard of hearing participants within defined Auslan/English bilingual programs for culturally Deaf and/or hard-of-hearing learners are required to demonstrate native-like or near native-like Auslan proficiency\*, and an equivalent level of skills in written English.

Auslan skills must be of sufficient level to code-switch according to the communicative requirements of a linguistically diverse range of Deaf and hard-of-hearing learners, including those who are:

* fluent Auslan users
* from a non-signing background
* from a non-Auslan using country
* Deaf-blind
* Deaf with a disability.

Lecturers within such contexts are also required to have undertaken additional specialist training or professional development in Deaf bilingual/bicultural teaching methodologies, raised meta linguistics awareness (English and Auslan) and possess proven bicultural knowledge\*.

\*Auslan and cultural skills may be demonstrated via assessment by Auslan/ETD program coordinator, by possession of NAATI 2 (minimum), or NAATI 3 (preferred), or minimum completion of Certificate IV in Auslan.

NAATI = National Accreditation Authority of Translators and Interpreters.

**8. Pathways and Articulation**

*Standard 8 for accredited courses*

There are no formal articulation arrangements for pathways into VET or higher education courses on completion of the Certificate II in Education and Skills Development.

Counselling of learners to identify study paths and any associated bridging studies is central to the successful implementation of this course as well as the potential for learners to successfully complete their course.

Imported units from training packages give pathways and credit transfer to a range of vocational qualifications.

On successful completion of units undertaken in Certificate II in Education and Skills Development, learners will be eligible for Statements of Attainments and possible Credit Transfer into other training programs.

## 9. Ongoing Monitoring and Evaluation

*Standard 13 for accredited courses*

Monitoring and evaluation of the Education and Skills Development course will be undertaken by the copyright owner Department of Further Education, Employment, Science and Technology (DFEEST) in line with the AQTF2007 standards for accredited courses as a continuous improvement throughout the courses accreditation period.

Ongoing monitoring and evaluation will take a planned and systematic approach to assess/evaluate units as they are being delivered via moderation activities. Such activities may include:

* comparison of student assignments from various training providers
* sharing of assessment strategies, tools and methodologies
* professional updating of lecturing staff.

Other means of monitoring and evaluation can include:

* use of a wide range of lecturers with specific expertise or experience
* the use of guest speakers
* student satisfaction surveys
* graduate destination studies and/or questionnaires.

The Course Advisory Panel (CAP) can be reconvened on an as needs basis to evaluate the ongoing integrity and relevance of the course.

# Section C –Units of Competency and Modules

**1. The units of competency from Training Packages**

The Unit descriptors can be accessed at the National Training Information Service website at [www.ntis.gov.au](http://www.ntis.gov.au) It is recommended that units are checked for current status.

|  |  |
| --- | --- |
| **Unit Title** | **National Code** |
| Apply first aid | HLTFA301B |
| Communicate electronically | BSBITU203A |
| Communicate in the workplace | BSBCMM201A |
| Compose workplace documents | PSPGOV313A |
| Develop keyboard skills | BSBITU102A |
| Locate and use relevant online information | ICAU1204B |
| Operate a database application | ICAU1131B |
| Operate a personal computer | ICAU1128B |
| Operate a presentation package | ICAU1132B |
| Operate a spreadsheet application | ICAU1130B |
| Operate a word processing application | ICAU1129B |
| Operate computer hardware | ICAU2005B |
| Operate computing packages | ICAU2006B |
| Participate in occupational health and safety processes | BSBOHS201A |
| Participate in work teams and groups | FDFOPTTG2A |
| Prepare for alcohol and other drugs work | CHCAOD201D |
| Produce desktop published documents | BSBITU309A |
| Produce simple word processed documents | BSBITU201A |
| Send and retrieve information using web browsers and email | ICAU1133B |
| Use computer operating system | ICAU2231B |
| Work with others | CHCORG202C |
| Write workplace routine materials | PSPGOV208A |

**2. The units of competency developed for Certificate II in Education Skills Development**

| **Unit Title** | **Page No** |
| --- | --- |
| Apply basic mathematical skills in consumer settings | 40 |
| Apply trade mathematics for costing projects | 44 |
| Communicate effectively | 73 |
| Contemporary Aboriginal issues | 78 |
| Develop and implement a learning plan | 101 |
| Develop writing skills using basic verb tenses | 105 |
| Engage in a spontaneous written interaction | 110 |
| Exploring Aboriginal issues – past and present | 151 |
| Exploring Traditional Aboriginal and Torres Strait Islander culture | 155 |
| Introduction to research and assignment writing | 163 |
| Investigating scientific methods and concepts | 173 |
| Learn online | 177 |
| Planning a future career | 184 |
| Present to a group | 187 |
| Read and respond to technical texts | 190 |
| Read texts independently | 194 |
| Use a range of question types | 243 |
| Using algebraic functions | 257 |
| Using algebraic operations | 261 |
| Using basic mathematical operations | 265 |
| Using geometry and trigonometry | 269 |
| Using mathematical operations for trade purposes | 273 |
| Using measurement mathematics | 277 |
| Using statistics and graphs | 281 |
| Utilise basic patterns of clause and sentence structure | 285 |
| Write texts independently | 290 |

**3. These listed units/modules have been imported from other general education language curricula as listed in suggested elective listing.**

| **Unit/Module Title** | **Page No** |
| --- | --- |
| Access the internet for language learning | 26 |
| Analyse and evaluate numerical and statistical information | 29 |
| Analyse science in the community | 34 |
| Australian Art and Culture | 49 |
| Australian Environment | 53 |
| Australian Government | 57 |
| Australian History | 61 |
| Australian Law | 65 |
| Becoming job ready | 68 |
| Create a range of texts of some complexity for learning purposes | 82 |
| Create routine workplace documents | 88 |
| Current Affairs | 93 |
| Design and review a project | 96 |
| Engage with a range of texts of some complexity for employment purposes | 113 |
| Engage with a range of texts of some complexity for learning purposes | 119 |
| Explore continuity of life | 125 |
| Explore Earth in space | 129 |
| Explore energy and matter | 133 |
| Explore health and well being | 137 |
| Explore science in the community | 142 |
| Explore the environment | 147 |
| Health and Medicine | 159 |
| Investigate, interpret and produce numerical and statistical information | 168 |
| Participate in a practical placement | 180 |
| Research chemicals and change | 198 |
| Research energy, force and matter | 203 |
| Research living things | 208 |
| Research science in the community | 213 |
| Research the environment | 220 |
| Understand and Recognise Psychological Health | 225 |
| Understand Sexuality and Sexual Health | 230 |
| Understand Your Rights as a Citizen | 235 |
| Understand Your Rights as a Consumer | 239 |
| Use algebraic techniques to analyse mathematical problems | 248 |
| Use formal mathematical concepts and techniques to analyse and solve problems | 253 |

**Unit Code** VBQU168

**SA Code NYTR**

**Unit Title Access the internet for language learning**

**Unit Descriptor** This unit aims to provide an introduction to language learning through computers. It provides the knowledge and skills to access a range of language learning options online*.*

This unit is based on the module *VBN499 Online Language Learning* from the ESL Framework.

**Nominal Hours** 20

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification’s Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Appendix A.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

**Application of Unit** The unit provides the learner with the skills and knowledge necessary to access and use the internet for language learning. These skills will provide the foundation for future educational activities associated with development of language skills.

Where application is as part of the *Certificate in General Education for Adults,* it is strongly recommended that application is integrated with the delivery and assessment of any other units. Where application is concurrent with elements from other units, co-learning and or co-assessment of units is recommended

| **Element** | **Performance Criteria** |
| --- | --- |
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement.  Assessment of performance is to be consistent with the evidence guide. |
| 1 Locate information for a range of purposes on the internet | 1.1 Identify the types of ***information*** available on the internet  1.2 Open internet program and use ***navigational skills and tools*** appropriately  1.3 Use common ***search facilities*** to locate information |
| 2 Complete online language learning activities | 2.1 Locate and launch the internet program  2.2 Navigate the internet to locate and select an ***online learning activity***  2.3 Use the ***basic features of web navigation*** to move around the activity  2.4 Complete the language activity |
| 3 Communicate using simple email messages | 3.1 Open an ***email program***  3.2 Locate the ***key menu items*** for composing, sending and replying to email messages  3.3 Identify the ***features*** of email addresses  3.4 Compose and send a simple message  3.5 Open and read a received message  3.6 Reply to an email message |

| **Required Skills and Knowledge** |
| --- |
| This describes the essential skills and knowledge and their level, required to be able to undertake this unit.   * communication skills to undertake assessment |

| **Range Statement** | |
| --- | --- |
| The Range Statement relates to the unit of competency as a whole. It allows for different situations that may affect performance, e.g. access to resources; regional contexts. Bold italicised wording in the Performance Criteria is detailed below. | |
| *Information* ***may include*** | * directories * dictionaries * online newspapers, articles * downloads * blogs * websites specifically designed for e-learning * other popular sites, e.g. i-tunes, E-Bay |
| ***navigational skills and tools*** | * moving ‘back’, typing web address line * mouse and key strokes to move about the screen * opening links on webpages |
| ***Search facilities*** | * search engines, e.g. Google |
| ***Online language learning activities*** *may include* | * grammar exercises * comprehension exercises * cloze * listening/viewing and reading |
| ***Email programs*** *may include* | * web based eg yahoo, hotmail * student email via organisation |
| ***Key menu items*** | * icons * drop down menus * compose, send, forward, inbox, sent box, delete |
| ***Features*** | * @ * use of upper and lower case * use of underscore, dot * spelling |

| **Evidence Guide** | |
| --- | --- |
| The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission. | |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | * evidence of the ability to operate internet and email programs * evidence of the ability to source internet information * evidence of the ability to respond to and interpret a range of computer instructions and seek assistance as appropriate   In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:   * the knowledge requirements of this unit * the skill requirements of this unit |
| **Context of and specific resources for assessment** | The needs of the learner will be met by provision of:   * computer hardware/software and internet access. |
| **Guidance information for assessment** | A range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of:   * a learning environment appropriate to the assessment task * appropriate support allowing for full participation   Appropriate assessment strategies include:   * direct observation, for example: * real time activities * third party feedback, for example: * reports from other teachers or support workers * peer feedback * self assessment |

**Unit Code** VBQU163

**SA Code PXLR**

**Unit Title Analyse and evaluate numerical and statistical information**

**Nominal Hours** 50

**Unit Descriptor** The focus of this unit is on analysing and evaluating numerical information in texts and analysing and creating statistical data, tables and graphs.

The required outcomes described in this unit of competency relate directly to the *National Reporting System* (NRS) (© Commonwealth of Australia and ANTA 1994-5). They contribute directly to the achievement of the NRS indicators of competence Level 5

Numeracy: 5.10, 5.11, 5.12 and 5.13.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification’s Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Appendix A.

**Application of Unit** People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.

Numeracy is seen as making meaning of mathematics – mathematics is a tool to be used efficiently and critically, where mathematics is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.

It is strongly recommended that this unit is integrated with the delivery and assessment of other Numeracy and Mathematics Units. It is recommended that application is also integrated with other units. The links between the different units encourages co delivery and assessment and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.

| **Element** | **Performance Criteria** |
| --- | --- |
| Elements describe the essential outcomes of a unit of competency | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range statement.  Assessment of performance is to be consistent with the evidence guide. |
| 1 Analyse and evaluate numerical information in texts | 1.1 ***Numbers and numerical or quantitative information*** are identified within ***texts or realistic contexts***  1.2 ***Mathematical procedures*** are used to undertake calculations appropriate to analysing the numbers and numerical or quantitative information in the text or context  1.3 An ***initial estimate*** of the result is made then an accurate calculation is carried out  1.4 Conclusions are made regarding the use and application of the numerical or quantitative information in the text or context in terms of their accuracy and their personal, social or work implications and consequences |
| 2 Analyse and evaluate statistical data, tables and graphs | 2.1 Statistical *data* is collected and represented in appropriate ***tabular and graphical form***  2.2 ***Measures of central tendency and common measures of spread*** are calculated  2.3 Conclusions are made regarding the use and application of the statistical data in terms of its ***accuracy*** and any personal, social or work implications and consequences  2.4 ***Descriptive language*** of graphs, tables and measures of central tendency and spread is used |

| **Required Skills and Knowledge** |
| --- |
| This describes the essential skills and knowledge and their level, required for this unit |
| * the ability to interpret, select and investigate appropriate mathematical information and relationships highly embedded in an activity, item or text * the ability to select and apply a wide range of mathematical strategies flexibly to generate solutions to problems across a broad range of contexts * the ability to analyse and evaluate the appropriateness, interpretations and wider implications of all aspects of a mathematical activity * ability to use a wide range of oral and written informal and formal language and representation including symbols, diagrams and charts to communicate mathematically |

| **Range Statement** | |
| --- | --- |
| The Range Statement relates to the unit of competency as a whole. It allows for different situations that may affect performance, e.g. access to resources, regional contexts. Bold italicised wording in the Performance Criteria is detailed below. | |
| ***Numbers and numerical or quantitative information:*** | * numbers can include any form of rational numbers such as fractions, decimals, percentages, rates and ratios and proportions, and their equivalent values * values and knowledge of probability and chance should be included * numbers expressed in scientific notation should be included * directed numbers and numbers expressed in index form should be included |
| ***Texts or realistic contexts:*** | * could include newspaper articles, data on social issues such as gambling, financial information such as debts, health and well-being, road safety and crash statistics, workplace quality control data and information, banking loans, public information put out by councils, utilities, services, etc |
| ***Mathematical procedures:*** | * could include calculation of rates, ratios and proportions but also probabilities of events such as winning tattslotto, horse racing odds, throwing of dice, etc * could include the use of appropriate formulae * could include the ability to accurately calculate with rational numbers |
| ***Initial estimate:*** | * should be able to decide on desired accuracy of the estimate |
| ***Data*:** | * A range of data types could be collected and analysed, including whole numbers, percentages, decimals, fractions and ratios found in statistical information |
| ***Tabular and graphical form:*** | * Graphs or charts could include pie charts, frequency graphs such as bar graphs, scatter diagrams, box and whisker plots, line graphs, and cumulative frequency graphs. Software programs such as spreadsheets, or word processing graphing packages, or graphing calculators should be used to plot graphs |
| ***Measures of central tendency and common measures of spread:*** | * three measures of central tendency - mean, median and mode or modal class – including for grouped data * calculate common measures of spread such as the range, interquartile range, common percentiles, and standard deviation |
| ***Accuracy:*** | * Issues related to accuracy could include distortions of axes and scales including examples such as changing the scale, having gaps in the scale, using pictograms inappropriately to exaggerate scales, etc. and why this may have been used |
| ***Descriptive language:*** | * Language may include maximum, minimum, increasing, decreasing, constant, slope, fluctuating, average, above/below average, distorted, biased, etc |

| **Evidence Guide** | |
| --- | --- |
| The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission | |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | * Learners will be able to analyse and evaluate numerical information in texts * Learners will be able to analyse and evaluate statistical data, tables and graphs   Where performance criteria include a list of concepts or knowledge (e.g., such as measurement units: centimetres, metres, kilograms, litres, degrees Celsius etc.) it is assumed that most of these will be included as part of the teaching/learning program. It is not envisaged that all the listed items be assessed individually - competence in one or two being sufficient evidence that the criterion can be met.  In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:   * the knowledge requirements of this unit * the skill requirements of this unit |
| **Context of and specific resources for assessment** | * assessment of performance requirements in this unit is undertaken over the course of the program * access to real/authentic or simulated tasks, materials and texts in relevant contexts * access to a computer and internet for information * access to calculators, computers for word processing or spreadsheets as appropriate |
| **Guidance information for assessment** | A range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of:   * use of relevant contexts and materials where the maths content may be hidden * a learning environment appropriate to the assessment task * appropriate support allowing for full participation * computer hardware and software, if appropriate   At this level the learner may:   * use a range of processes flexibly and interchangeably selecting from pen and paper, mental and electronically assisted strategies, including calculators (both statistical and graphing calculators) and software programs where appropriate to solve problems * use a combination of oral and written mathematical and general language, symbols, abbreviations and diagrams in providing answers and solutions * ask for some clarification and discussion of strategies from the teacher/tutor if required and recourse to first/other language is acceptable   Appropriate assessment strategies include:   * records of teacher observations of students’ activities, discussions and practical tasks * questioning, for example: * online responses * interviews * self-assessment * verbal questioning * written questioning * portfolios, for example: * samples compiled by the learner * written reports of investigations or problem-solving activities * product with supporting documentation * self-assessment sheets, reflections, journal entries * pictures, diagrams, models etc. created by the learner * records of teacher observations of learner’s activities, discussions and practical tasks * third party feedback such as testimonials/reports from other teachers or support workers |

**Unit Code** VBQU185

**SA Code** **PXLP**

**Unit Title Analyse science in the community**

**Nominal Hours** 40

**Unit Descriptor** The focus of this unit is on developing the skills and knowledge to use and apply scientific and social knowledge to describe, analyse and report on the impact of science and technology on our way of life. This includes developing the skills and knowledge to critically evaluate scientific methodology and issues in the community

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification’s Employability Skills Summary, in which this unit is included, will assist in identifying employability skill requirements. The summary is included Appendix A.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

**Application of Unit** People seeking to improve their educational and vocational participation options in the science field will need to acquire a range of skills and knowledge. This unit provides the learner with the skills and knowledge necessary to analyse the impact of scientific knowledge on the community and discuss science-based issues arising in their personal lives.

It is also recommended that the application is integrated with other units.

Where activities involve working with laboratory or equivalent facilities, the unit BSBCMN106A Follow workplace safety procedures is a co-requisite

| **Element** | **Performance Criteria** |
| --- | --- |
| Elements describe the essential outcomes of a unit of competency | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range statement.  Assessment of performance is to be consistent with the evidence guide. |
| 1 Analyse the contribution of science, including its methods of investigation, in shaping our community/society | 1.1 The contribution of an ***area of scientific research or development*** to the community or own personal experience is discussed using ***appropriate scientific terminology***  1.2 The ***implications*** of new scientific knowledge is considered  1.3 Results of ***investigation*** are ***presented*** |
| 2 Research the implications of current and emerging scientific developments | 2.1 A current ***issue of interest*** is identified  2.2 The ***context*** of the issue is clarified  2.3 The ***aspects of science*** underpinning the issue is investigated  2.4 ***Consequences*** of the issue are analysed  2.5 Findings of the investigation are ***presented*** |
| 3 Evaluate the impact of changes in scientific knowledge on practices in the home, community and workplace | 3.1 ***Changes that result from scientific research or development*** which have impacted on practices are identified  3.2 The science behind the changes is discussed  3.3 ***Implementation of changed practices*** is described  3.4 ***Consequences*** of the changes are analysed |
| 4 Analyse factors that impact on developments in scientific knowledge and practices | 4.1 ***Social, cultural and ethical factors*** impacting on developments in scientific knowledge and practices are investigated  4.2 Results of investigation are presented  4.3 ***Ethical guidelines for research involving living subjects (including humans)*** are evaluated |

| **Required Skills and Knowledge** |
| --- |
| This describes the essential skills and knowledge and their level, required for this unit |
| * gathers, selects and organises information effectively for specific purposes by defining information requirements both before and during research * a broad vocabulary including scientific terminology * uses a range of strategies to analyse texts * ability to communicate complex relationships between ideas and purposes * verbal skills to discuss scientific investigations * communication skills to undertake assessment |

| **Range Statement** | |
| --- | --- |
| The Range Statement relates to the unit of competency as a whole. It allows for different situations that may affect performance, e.g. access to resources, regional contexts. Bold italicised wording in the Performance Criteria is detailed below. | |
| ***Areas of scientific research or development*** *may include:* | * a branch of science e.g. physics, cosmology, chemistry, biochemistry, virology, biology, archaeology, meteorology, biotechnology * a combinations of areas of science in an application e.g. biological and psychological understanding of human endurance applied to OH&S in working environments |
| ***Appropriate scientific terminology*** *may include****:*** | * the area of science that is involved and an understanding of the specific, appropriate terms * language associated with the *scientific method* such as evidence, observe, aim, hypothesis, results, conclusions, recommendations, *ethics*, field or activity report, laboratory report * such general terms as cells, atomic, nuclear, solar heredity, genetic, energy, ergonomic, experimental subjects, placebo |
| ***Implications*** *may include:* | * personal, social and ethical implications |
| ***Investigation*** *may include:* | * observation * collection of data/evidence * setting up hypothesis * testing of hypothesis * control groups * reproducibility of results * publication of results |
| *Results may be* ***presented*** *by:* | using every day and scientific language appropriate to the context and with appropriate use of lists, tables, flow charts, diagrams, graphs or charts, organise and present information in a variety of ways such:   * participating in a discussion, comparing ideas with others to clarify issues * written report, essay, including discussion * diagrammatically, graphically or pictorially * photographic record of activities and results * poster (identifying or commenting on conclusions in the information poster) * oral presentation (may be assisted with PowerPoint) * role play |
| ***An issue of interest*** *may be:* | a scientific interest that has affected an outcome(s) at a personal, community or society level such as   * carbon dioxide, greenhouse effect and temperature rises * ergonomics in the workplace * the use and abuse of antiseptics * technology and artificial intelligence * bio chemistry and immunisation * Minimal Intervention Models being introduced in modern medical treatment regimes(ref Vietnam and Falklands war) * sound technology and MRI decreasing our dependence on X-rays * space stations and future travel * weapons research including biological and chemical weapons * drug testing on humans and sports cheats * the latest transplant technologies * advancement in movie cameras or 3D virtual reality * a new genetic connection to an existing illness * cloning * stem cell research * genetic engineering * impact of diet on specific health issues |
| ***Context*** *may be:* | * historical * political * cultural and/or religious * social, e.g. buildings and housing changes may affect social fabric and community living * economic/industrial e.g. robots adding to efficiency, systemic problems in institutions investigated * environmental, e.g. deforestation, nuclear waste or pollution management in large cities * personal, e.g. health, such as improvements in diabetes treatment or sport, such as different techniques for speeding up healing process |
| *The* ***aspects of science*** *may include those from:* | * branches of science such as physics, astronomy, chemistry, biochemistry, virology, biology, archaeology and meteorology * principles of science, e.g. conservation, achievement of equilibrium/balance, transfer and transformation of energy, levers/inclined plane applied to simple machines/toys * applications of science, e.g. * technology such as telecommunications, electricity, calculators, plastics, flight and aviation * substance such as drugs (insulin, Ventolin, antibiotics, morphine) catalysts in industry * processes such as desalination, water purification and waste management processes |
| ***Consequences*** *may include:* | * + - * physical and psychological benefits or damages       * financial gains/costs for individuals and the community       * ethical issues |
| ***Changes that result from scientific research or development*** *may include:* | Changes from scientific research may impact on many areas of interest at a personal, community or society level such as   * knowledge of force and lifting combined with advances in technology resulting in machines for lifting people in nursing homes * technology and artificial intelligence * discovery of genes and associated diseases such as cancer |
| ***Implementation of changed practices*** *includes****:*** | * The progression from the change in scientific knowledge to its application in practice, including possible elements which affected the implementation or application of the change |
| ***Consequences of the changes*** *may include****:*** | * personal implications * social consequences * ethical consequences * economic consequences |
| ***Social, cultural and ethical factors*** *may include:* | * factors involved in setting up a research and/or experimental project including the roles, responsibilities and rights of funding bodies, management and staff * factors involved in deciding ownership of the results of a project * economic considerations * political considerations * cultural/religious views * social views |
| ***Ethical guidelines for research involving living subjects (including humans)*** *include****:*** | * those requiring informed consent of participants * roles and responsibilities of all parties involved * motivation behind the research * publication of findings * treatment of living subjects before, during and after experimentation |

| **Evidence Guide** | |
| --- | --- |
| The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission | |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | * The learner will be able to: * analyse a current scientific issue, including the scientific basis * analyse the impact of changes in scientific knowledge on practices in the home, community and workplace; and * analyse factors that impact on developments in scientific knowledge and practices * Assessment should establish the learner is able to describe and analyse the benefits and implications of at least two principles and/or applications of science within the learner’s own life or community   In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:   * the knowledge requirements of this unit * the skill requirements of this unit |
| **Context of and specific resources for assessment** | * access to computers and the internet where appropriate * access to a local library * laboratory facilities or adequate equivalent facilities such as a kitchen where water, heat source and proper ventilation are available where appropriate for the activities |
| **Guidance information for assessment** | A range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of:   * a learning environment appropriate to the assessment task * appropriate support allowing for full participation * computer hardware and software, if appropriate * relevant written resources and materials (e.g. explanatory notes, texts, selected extracts, WWW access, etc.) * support from mentor/teacher and advice/modelling should be readily available and recourse to first/other language is acceptable   Appropriate assessment strategies include   * direct observation of real time activities and activities in a simulated environment, recorded in teacher observation schedule * questioning, for example: * verbal questioning (verbal descriptions, every day language and gestures may be used for explanations, answers and interpretations) * interviews * online responses * self-assessment * written questioning * portfolios, for example: * collections of samples compiled by the candidate * product with supporting documentation * self-assessment sheets * journal/log book/reflections * diagrams, models, pictures created by the learner * written reports of investigations or problem-solving activities * third party feedback, for example: * reports from other teachers or support workers |

**Competency Title Apply basic mathematical skills in consumer settings**

**SA Code NYSF**

**Nominal Hours** 30

**Field of Education** 120103 Literacy and Numeracy Programs

**Unit Descriptor** This unit develops consumer numeracy skills to enable learners to effectively participate in society and prepare for further study

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of employability skills. The qualification’s employability skills summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Appendix A.

**Application of Unit** This unit may be integrated with the delivery and assessment of other Numeracy, Mathematics or Science units where appropriate.

The links between the different units encourages co delivery and assessment and replicates real life situations where tasks and activities integrate in a wide range of purposes and in a variety of contexts.

| **Element** | **Performance Criteria** |
| --- | --- |
| 1. Collect and collate money management resources | 1.1 Mathematical information is identified and extrapolated from ***money texts***  1.2 *M****oney management resources*** are collated and sorted  1.3 Appropriate mathematical financial language is identified and applied |
| 2. Identify income sources | 2.1 Income is identified and calculated accurately |
| 3. Identify and prioritise expenses | 3.1 Expenses are identified using ***budget templates*** or familiar case studies  3.2 Expenses are ***prioritised and ranked*** according to need  3.2 Expenses are tabled according to ***needs and wants***  3.3 Answers are clearly set out and problems addressed usingappropriate mathematical language |
| 4 Prepare a budget | 4.1 Planning for ***incidentals and crises*** in every day life is considered  4.2 Income and ***expenses are reconciled***  4.3 Personal budgets are developed and reviewed |
| 5. Recognise and explain costs and benefits of using credit | 5.1 ***Credit types*** and language are identified  5.2 Benefits of using credit are identified and calculated  5.3 Costs of using credit are identified and calculated  5.4 Recognition of the ***language of credit*** |
| 6. Reads and interprets mathematical information from graphs, charts and tables | 6.1 Mathematical information is analysed using various ***mathematical representations***  6.2 Every day projects are costed using measurement and financial variables |

| **Underpinning Skills and Knowledge** |
| --- |
| Australian Core Skills Framework level indicators  The required outcomes described in this unit of competency relate directly to the Australian Core Skills Framework (ACSF)  ASCF learning, reading, writing and oral communication and mathematical strategies at level 2 is recommended entry level to undertake this unit.  2.01 Demonstrates some awareness of learning strengths and areas of need and begins to plan and manage the learning process  2.02 Applies a limited range of learning strategies in structured and familiar contexts  2.03 Identifies and interprets relevant information and ideas within familiar contexts  2.04 Uses a number of reading strategies to identify and interpret relevant information within familiar text types  2.05 Conveys intended meaning on familiar topics for a limited range of purposes and audiences  2.08 Listens (or signs) for relevant information in oral texts across familiar contexts  2.09 Uses informal and some formal oral and written mathematical language  2.10 Demonstrates some awareness of learning strengths and areas of need, and begins to plan and manage the learning process  2.11 Works independently in a supportive environment   * Problem solving skills to deal with mathematics in every day life * Communication skills (oral and listening) in order to effectively access and understand information * Use of technology – calculator/computer to gather information * Interpersonal skills to develop rapport with lecturers and other learners and learn independently |

| **Range of Variables** | |
| --- | --- |
| Includes but is not restricted to: | |
| ***money texts:*** | * a range of relevant every day items such as: * pay slips * banking or tax records * accounts * bills * advertising |
| ***money management resources:*** | * financial counselling resources from: * Centrelink * banks and credit unions * community agencies |
| ***budget templates:*** | * electronic budgeting tools * paper based credit applications * budgeting charts or resources |
| ***prioritised and ranked:*** | * holistic life priorities are considered |
| ***needs and wants:*** | * distinction between essentials and desire when prioritising planned expenses |
| ***incidentals and crises:*** | * unexpected costs are planned for |
| ***expenses are reconciled:*** | * budget income and expenses are balanced |
| ***credit types:*** | * bank loans * credit cards * pawn outlets * daily cash loan centres |
| ***language of credit:*** | * familiar language such as: * loan * interest terms * buying on terms |
| ***mathematical representations:*** | * familiar graphs, charts and tables |
| ***every day projects:*** | * painting walls * laying carpet * rainwater tank capacity * home landscaping or paving which involve using metric measurement and perimeter, area and volume |

| **Evidence Guide** | |
| --- | --- |
| ***critical aspects for assessment and evidence required to demonstrate competency in this unit:*** | * budgeting resources include community or government agency resources * income sources from wages or salaries, Centrelink benefits, concessions and supplements * expenses may include rent, study costs, medical, food etc, budget scenarios which are relevant and relate to the students’ real life experiences * income calculated from wage rates, accounting for tax and deductions in realistic familiar wage settings * differences between gross and net pay * types of credit are compared and scrutinised * costs of credit are compared * language of credit is explained and identified * costs and benefits of using credit are discussed * calculations using percentage discounts, simple interest and calculating full loan costs including establishment costs are practised * compound interest is compared with simple interest * diagrams using graphs, tables and/or charts are read and analysed to determine mathematical information relating to money management in every day life * small scale project based costing which involves perimeter, area and volume such as rainwater tank capacity, paint required to paint a room or carpet for a floor |
| ***context of and specific resources for assessment:*** | * these mathematical operations need time to practise and wherever possible it is desirable that they be presented in familiar, every day contexts * assessment resources should consider the ACSF levels. Students exiting from this unit will demonstrate numeracy skills in the range 2-3 using the ACSF |
| ***method of assessment:*** | * a range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of: * a learning environment appropriate to the assessment task * appropriate support allowing for full participation of those with special needs * appropriate assessment strategies may include: * direct observation * questioning * self assessment * online assessment * short tests * written tasks * project based assessment * small group problem solving |
| ***consistency in performance:*** | * endorsed standardised assessments * as far as possible, assessments should reflect real life situations * learners must undertake the assessment independently and not consult anyone during the assessment |
| ***guidance information for assessment:*** | * if a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate competency normally demonstrated through the spoken word, eg Auslan |

**Competency Title Apply trade mathematics for costing projects**

**SA Code** **NYSE**

**Nominal Hours** 30

**Field of Education** 120103 Literacy and Numeracy Programs

**Unit Descriptor** This unit supports the development of project calculation requirements within trade and industry context.

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of employability skills. The qualification’s employability skills summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Appendix A.

**Application of Unit** This unit provides the learner with skills and knowledge necessary to apply a range of applied numeracy and mathematical functions to specific trade or technical projects.

It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units as well as literacy units.

The delivery and assessment of this unit with other units replicates real life situations and develops a broader range of skills in numeracy and literacy.

Completion or Skills Recognition of unit *Using Basic Mathematical Operations* is highly recommended prior to attempting this unit.

| **Element** | **Performance Criteria** |
| --- | --- |
| 1. Gather project information | 1.1 Details of a ***trade project***requirement are obtained  1.2 Details of project requirements identified  1.3 Project delivery point and methods of transportation are determined  1.4 Project details are recorded in accordance with enterprise practice |
| 2. Estimate project materials, time and labour | 2.1 ***Types and quantities of materials*** required for the project are estimated  2.2 ***Labour requirements*** to achieve project outcomes and/or perform required services are estimated  2.3 Time requirements to construct and/or perform required services are estimated |
| 3. Calculate project costs | 3.1 Total materials, labour and ***overhead cost allowances*** are calculated in accordance with enterprise and project parameters  3.2 Final ***project cost is calculated*** |
| 4. Document and verify project details | 4.1 Details of project ***costs and charges are documented*** in accordance with enterprise practice  4.2 Costs, calculations or other project details are verified in accordance with enterprise practice |
| 5. Read and interpret project charts, tables and graphs | 5.1 ***Visual and graphic forms of trade and/or industry mathematics*** are analysed and used in costing preparations |

| **Underpinning Skills and Knowledge** |
| --- |
| Australian Core Skills Framework level indicators  The required outcomes described in this unit of competency relate directly to the Australian Core Skills Framework (ACSF)  ASCF learning, reading, writing and oral communication and mathematical strategies at level 3 is recommended entry level to undertake this unit.  3.01 Plans, implements and adjusts processes as required to achieve learning outcomes and begins to seek new challenges  3.04 Selects and applies a range of reading strategies as appropriate to purpose and text type  3.05 Communicates relationships between ideas and information in a style appropriate to audience and purpose  3.09 Selects and interprets mathematical information that may be partly embedded in a range of familiar and some less familiar tasks and texts  3.10 Selects from and uses a variety of developing mathematical and problem-solving strategies in a range of familiar and some less familiar contexts  3.11 Uses a combination of both informal and formal oral and written mathematical language and representation to communicate mathematically   * Problem solving skills to deal with calculations required for trade and/or industry projects * Communication skills (oral and listening) in order to effectively access and understand information * Use of technology – calculator/computer to gather information * Interpersonal skills to develop rapport with lecturers and other learners |

| **Range of Variables** | |
| --- | --- |
| Includes but is not restricted to: | |
| ***trade and or industry project requirements:*** | * where possible to apply costing projects on real life applications associated with a relevant trade and/or industry: * project design brief is analysed * OHS of specific industry * diagrams or sketches * instructions issued by authorised organisational or external personnel * manufacturer specifications and instructions where specified * material safety data sheets (MSDS) * memos * organisation work specifications and requirements * plans and specifications * relevant Australian standards * safe work procedures related to carrying out basic estimation * signage * verbal or written and graphical instructions * work bulletins * work schedules |
| ***types and quantities of materials:*** | * materials may include a variety of goods relating to the trade or industry context, e.g. construction industry may include: * bagged materials * bricks * building elements, such as roof trusses, lining materials, flooring materials, prefabricated elements, boxed, drummed and tinned materials * other sheet materials applicable to construction * reconstituted timber products * sand * soil and aggregates * timber |
| ***labour requirements:*** | * may include: * wage and salary costs are estimated and costed * salary on costs are planned for including wages, salaries, GST, Superannuation, insurances, tax. holiday and sick pay * calculate gross and net wages after deductions |
| ***overhead cost allowances:*** | * may include: * GST * superannuation * insurances * allowances * equipment hire * maintenance and consumables as required by trade and/or industry context * equipment and maintenance expenses are calculated into costing |
| ***costs and charges ardocumented*** | * report or quote prepared and presented in a form which is clear, accurate professional and reflects trade and/or industry context in: * overheads and mark-up percentages * perform calculations determining trade discounts * implications of over and under costing are * applying GST, percentage increases or decreases * material costing is prepared on a table format * materials are costed and allowance made for loss * use of calculators and/or computers running appropriate software for estimating and calculating necessary details |
| ***visual and graphic forms of trade mathematics*** | * could include: * industry guidelines * product catalogues or price lists * costing charts or industry manuals * develop tables and charts to show economies of scale and profit for trade projects * read and interpret graphs and tables * measurements are undertaken which may include area, volume and or length |

| **Evidence Guide** | |
| --- | --- |
| ***critical aspects for assessment and evidence required to demonstrate competency in this unit:*** | * in addition to integrated demonstration of the elements and their related performance criteria, it is important that language literacy and numeracy skills within this unit are integrated where possible into workplace context * this knowledge and skill can be applied and assessed across a range of workplaces while using appropriate standard operating procedures * learners will be able to: * locate, interpret and apply relevant information, standards and specifications * comply with site safety plan and OHS legislation, regulations and codes of practice applicable to workplace operations * comply with organisational policies and procedures, including quality requirements * safely and effectively use tools and equipment * communicate and work effectively and safely with others * document and communicate work-related information, including work orders, specifications, products, materials and labour requirements, costing calculations for products, materials and labour, and special conditions for a specified construction project * where performance criteria include a list of concepts or knowledge, e.g. basic mathematical operations: it is assumed that most of these will be included within the learning program * in addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms * knowledge requirements of this unit * the skill requirements of this unit. |
| ***context of and specific resources for assessment:*** | * mathematical operations need time to practise and assessment should be undertaken over the course of the program * assessment resources should consider the ACSF levels. Students exiting from this unit will demonstrate numeracy skills in the range 3-4 using the ACSF * access to a computer and internet for information * access to calculators, computers for word processing or spreadsheets as appropriate |
| ***method of assessment:*** | * a range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of: * a learning environment appropriate to the assessment task * appropriate support allowing for full participation of those with special needs * appropriate assessment strategies may include: * direct observation * questioning * self assessment * online assessment * short tests * written tasks * project based assessment * small group problem solving |
| ***consistency in performance:*** | * as far as possible, assessments should reflect real life situations in the workplace * learners must undertake the assessment independently * consistent demonstration of the application of basic mathematical calculations |
| ***guidance information for assessment:*** | * if a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate competency normally demonstrated through the spoken word, eg Auslan |

**Module Details**

**Module Name Australian Art and Culture**

**Module Code** VBQM478

**SA Code NYWK**

**Module Purpose** This module aims to familiarise students with aspects of Australian art and culture from both the past and present.

This module is based on *VBN508 Australian Art and Culture* from the ESL Framework.

**Nominal Hours** 30

**Prerequisites** There are no prerequisites for this module.

**Co-Requisites** There are no co-requisites for this module. There are no co requisites. However, the module is to be delivered and assessed at the NRS level for Reading and Writing of the Certificate in General Education for Adults in which it is incorporated as an elective.

**Summary of Learning Outcomes** 1. Describe the features of one of the visual arts in Australia

2. Investigate concepts of Australian identity and culture

3. Investigate a local example of Australian art or culture

4. Describe the features of an Australian film

**Learning Outcome 1** Describe the features of one of the ***visual arts*** in Australia

**Assessment Criteria** 1.1 Select one of the visual arts

1.2 Give ***historical background*** to the art

1.3 List the key participants

1.4 Outline the features of one artist’s ***work***

**Learning Outcome 2** Investigate concepts of Australian identity and culture

**Assessment Criteria** 2.1 Identify key elements of ‘***Australian’ Englishes***

2.2 Describe ‘Australian’ ***cultural icons***

2.3 Describe ***key elements*** of ‘Australian’ entertainment and leisure

**Learning Outcome 3** Investigate a local example of Australian art or culture

**Assessment Criteria** 3.1 Describe the significance of and locate the example

3.2 Describe the ***key characteristics*** of example

3.3 Explain reasons for selection and give an opinion of the example

**Learning Outcome 4** Describe the features of an Australian film

**Assessment Criteria** 4.1 Identify the title, creators and key participants

4.2 State the historical setting and location of the film

4.3 List the key events

4.4 Identify any significant issues or themes

| **Evidence Guide** | |
| --- | --- |
| **Range of variables**  The following variables may include but are not limited to the following: | |
| ***Visual arts*** | * painting * drawing * print making * textile/craft work * pottery * sculpture * photography |
| ***Historical background*** | * major movements or periods, .eg. Indigenous, colonial, impressionist |
| ***Work*** | * location and time work was created * main techniques * influences * themes and intentions * colour and materials used * size and nature of the work * relevant personal attributes |
| ***Australian’ Englishes*** | * Standard Australian English * slang/colloquialisms * indigenous Australian languages * regional differences * vocabulary items (compared with US or British English) |
| ***Cultural icons*** | * people * objects * buildings * songs * pictures/paintings * food |
| ***Key elements*** | * music, dance and song * religious practices * sport |
| ***Key characteristics*** | * visual – colour/size/shape/material * performance – participants/costumes/where performed |

|  |  |
| --- | --- |
| **Underpinning skills and knowledge** | This module is included as an elective for use at four levels of the Certificates in General Education of Adults. It may be contextualised to suit the needs and skills of learners in courses from Certificate I Introductory to Certificate III. Therefore, the underpinning skills and knowledge required are those listed in the Reading and Writing Core Skills Units at the Certificate level in which the module is being delivered. |
| **Delivery strategy** | This module can be assessed alone or as part of an assessment activity involving any other units or modules from the program.  This module can be delivered in any way that allows students to develop competence in the learning outcomes while offering opportunities to experience and practise language.  Delivery options, including grouping of students, should recognise the varying learning needs, educational backgrounds, preferred learning styles and constraints of the individual learner.  Classroom based delivery should include a mixture of whole class, group work, and individual activities.  The purpose of the module relates to general life skills and knowledge. Therefore, wherever appropriate, delivery should include field trips, guest speakers and practical demonstrations. It should also utilise interactive computer programs, role-plays, and simulated and real life practical activities. Activities should utilise a variety of sources to allow exposure to a range of spoken and written language (standard and non-standard varieties). |
| **Assessment strategy** | A range of assessment strategies should be used in accordance with the assessment principles outlined in Part B (Section 5.1 Assessment Strategy).  Wherever possible, learning outcomes should be grouped together for assessment. Learning outcomes from within one module or across modules may be grouped together.  To be deemed competent in this module the learner must demonstrate competency in all learning outcomes. |
| **Critical Aspects of Evidence** | * evidence of the ability to interpret information on visual arts * evidence of the ability to interpret information on Australian cultural identity * evidence of the ability to respond to local art and culture * evidence of the ability to interpret and respond to Australian films |
| **Resource implications** | Learning resources  Learners should have access to a range of authentic materials in real and simulated settings both in the classroom as well as on field trips or excursions. The needs of the learner will be met by provision of:   * a learning environment appropriate to the assessment task * learner handouts/reference material * print and non-print resources * access to people in the community, guest speakers * appropriate equipment and materials * appropriate support allowing for full participation * computer hardware/software and internet access as appropriate. |

**Generic Process Skills**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable. The questions below highlight how these processes are applied in this module. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

|  |  |  |
| --- | --- | --- |
| **Key Competency** | **Example of Application** | **Performance Level** |
| How can **communication of ideas and information** be applied? | Conveying information in a talk about art and culture | 1 |
| How can information be **collected, analysed and organised?** | Gathering research information for a talk | 1 |
| How are **activities planned and organised**? | Planning an excursion to the local art gallery | 2 |
| How can **team work** be applied? | Deciding excursion arrangements | 2 |
| How can the use of **mathematical ideas and techniques** be applied? | Calculating the cost of an excursion | 2 |
| How can **problem solving skills** be applied? | Finding your way around an art gallery | 2 |
| How can the **use of technology** be applied? | Using touch screens and computers in an art gallery | 1 |

**Module details**

**Module Name Australian Environment**

**Module Code** VBQM474

**SA Code NYWG**

**Module Purpose** This module aims to familiarise learners with the Australian environment.

This module is based on *VBP510 Australian Environment* from 21671VIC Certificate I in Transition Education.

**Nominal Hours** 20

**Prerequisites** There are no prerequisites for this module

**Co-Requisites** There are no co-requisites for this module. However, the module is to be delivered and assessed at the NRS level in Reading and Writing of the Certificate in General Education for Adults in which it is incorporated as an elective.

**Summary of Learning Outcomes** 1. Describe Australia's physical features and climate

2. Outline an environmental issue of significance in Australia

3. Investigate an environmental issue of local importance

**Learning Outcome 1** Describe Australia's physical features and climate

**Assessment Criteria** 1.1 Locate ***key physical features*** of Australia on a map

1.2 Outline the features of different climate zones and their special features

**Learning Outcome 2** Outline an environmental issue of significance in Australia

**Assessment Criteria** 2.1 State the main features of the ***environmental issue***

2.2 Identify the impact of the environmental issue on Australia

2.3 Name possible strategies to overcome the problem

**Learning Outcome 3** Investigate an environmental issue of local importance

**Assessment Criteria** 3.1 State the main aspects of the ***local environmental issue***

3.2 Identify the impact of the issue in the local community

3.3 Name possible strategies to deal with the issue

| **Required Skills and Knowledge** |
| --- |
| This describes the essential skills and knowledge and their level, for this unit.   * communications skills to undertake assessment * this module is included as an elective for use at four levels of the Certificates in General Education of Adults. It may be contextualised to suit the needs and skills of learners in courses from Certificate I Introductory to Certificate III. Therefore, the underpinning skills and knowledge required are those listed in the Reading and Writing Core Skills Units at the Certificate level in which the module is being delivered. |

**Key Competencies**

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance level 1 – at this level, the candidate is required to undertake tasks effectively

Performance level 2 – at this level, the candidate is required to manage tasks

Performance level 3 – at this level the candidate is required to use concepts for evaluating and reshaping tasks

|  |  |  |
| --- | --- | --- |
| **Key Competency** | **Example of Application** | **Performance Level** |
| How are ideas and information communicated within this competency? | Giving a description of Australia’s physical features and making a comparison with those of another country | 1 |
| How can information be collected, analysed and organised? | Listing different climate zones and marking them on a map | 1 |
| How are activities planned and organised? | Planning a presentation on Australian environment | 1 |
| How is team work used within this competency? |  |  |
| How are mathematical ideas and techniques used? | Measuring the size of Australia | 1 |
| How are problem solving skills applied? | Suggesting strategies for solving environmental crises | 1 |
| How is use of technology applied? | Using the internet to locate information | 1 |

| **Range Statement** | |
| --- | --- |
| The Range Statement relates to the module of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Assessment Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. | |
| ***Key physical features*** *may include:* | * mountains * deserts * Great Barrier Reef/Uluru * rainforests * coastal areas * rivers |
| ***Environmental issues of significance in Australia*** *may include:* | * fragility of the Great Barrier Reef * salinity * drought * air pollution * natural disasters such as bushfires or drought |
| ***Environmental issues of local importance*** *may include:* | * traffic * rubbish * air or water pollution * industrial waste and pollution * salinity/erosion/drought * water shortages |

| **Evidence Guide** | |
| --- | --- |
| The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission. | |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | * evidence of the ability to identify information on the Australian environment * evidence of the ability to identify the impact of environmental problems |
| **Context of and specific resources for assessment** | Assessment need not take place at the end of every learning outcome that is providers of training are encouraged to assess learning outcomes using an integrated approach where appropriate. Learning outcomes may be grouped together and assessment of the module may be achieved through an activity that takes account of all learning outcomes.  This module can be assessed alone or as part of an assessment activity involving any other units or modules from the program. |
| **Method of assessment** | Methods may be varied in response to specific needs of the learner (e.g. oral questioning is not appropriate for a learner without spoken language). The integrity of the learning outcome and assessment criteria should be maintained.  The following methods of assessment may be used:   * questioning * observation * actual demonstration |
| **Guidance information for assessment** | A range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of:   * a learning environment appropriate to the assessment task * access to people in the community, guest speakers, local information as appropriate * appropriate equipment and material * appropriate support allowing for full participation * computer hardware and software for participation through electronic communications, if appropriate.   A range of assessment strategies should be used in accordance with the assessment principles outlined in Part B (Section 5.1 Assessment Strategy). |

**Module details**

**Module Name Australian Government**

**Module Code** VBQM480

**SA Code NYWL**

**Module Purpose** This module aims to familiarise students with the Australian system of government and provides the knowledge and skills required by an Australian citizen to participate in the electoral process.

This module is based on *VBN503 Australian Government* from the ESL Framework.

**Nominal Hours** 30

**Prerequisites** There are no prerequisites for this module.

**Co-Requisites** There are no co-requisites for this module. However, the module is to be delivered and assessed at the NRS level for Reading and Writing of the Certificate in General Education for Adults in which it is incorporated as an elective.

**Summary of Learning Outcomes** 1. Describe the system of government in Australia

2. Describe the election process in Australia

3. Describe the rights and responsibilities of residents and citizens of Australia

**Learning Outcome 1** Describe the system of government in Australia

**Assessment Criteria** 1.1 Identify the features of a parliamentary democracy

1.2 Outline the roles of federal, state and local government

1.3 Identify the ***key players*** in federal, state and local government

**Learning Outcome 2** Describe the election process in Australia

**Assessment Criteria** 2.1 Outline the key steps taken in an election

2.2 Outline the features of the preferential voting system

2.3 Locate a range of information provided in ***election material***

**Learning Outcome 3** Describe the rights and responsibilities of residents and citizens of Australia

**Assessment Criteria** 3.1 Identify the advantages and disadvantages of Australian citizenship

3.2 Identify the rights and responsibilities of Australian residents and citizens

| **Evidence Guide** | |
| --- | --- |
| **Range of variables**  The following variables may include but are not limited to the following: | |
| ***Key players*** | members of parliament  governor general  prime minister/state premiers |
| ***Election material*** | pre election brochures  newspaper articles  television/radio reports  how to vote cards  ballot papers |

|  |  |
| --- | --- |
| **Underpinning skills and knowledge** | This module is included as an elective for use at three levels of the Certificates in General Education of Adults. It may be contextualised to suit the needs and skills of learners in courses from Certificate I and Certificate III. Therefore, the underpinning skills and knowledge required are those listed in the Reading and Writing Core Skills Units at the Certificate level in which the module is being delivered. |
| **Delivery strategy** | This module can be assessed alone or as part of an assessment activity involving any other units or modules from the program.  This module can be delivered in any way that allows students to develop competence in the learning outcomes.  Delivery options, including grouping of students, should recognise the varying learning needs, educational backgrounds, preferred learning styles and constraints of the individual learner.  Classroom based delivery should include a mixture of whole class, group work, and individual activities.  The purpose of the module relates to general life skills and knowledge. Therefore, wherever appropriate, delivery should include field trips, guest speakers and practical demonstrations. It should also utilise interactive computer programs, role-plays, and simulated and real life practical activities. Activities should utilise a variety of sources to allow exposure to a range of spoken and written language (standard and non-standard varieties). |
| **Assessment strategy** | A range of assessment strategies should be used in accordance with the assessment principles outlined in Part B (Section 5.1 Assessment Strategy).  Wherever possible, learning outcomes should be grouped together for assessment. Learning outcomes from within one module or across modules may be grouped together.  To be deemed competent in this module the learner must demonstrate competency in all learning outcomes. |
| **Critical Aspects of Evidence** | * evidence of the ability to source information on systems of Australian government * evidence of the ability to interpret information on election processes * evidence of the ability to interpret information on rights and responsibilities of Australian residents and citizens |
| **Resource implications** | Learning resources  Learners should have access to a range of authentic materials in real and simulated settings both in the classroom as well as on field trips or excursions. The needs of the learner will be met by provision of:   * a learning environment appropriate to the assessment task * learner handouts/reference material * print and non-print resources * access to people in the community, guest speakers * appropriate equipment and materials * appropriate support allowing for full participation * computer hardware/software and internet access as appropriate |

**Generic Process Skills**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable. The questions below highlight how these processes are applied in this module. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

| **Key Competency** | **Example of Application** | **Performance Level** |
| --- | --- | --- |
| How can **communication of ideas and information** be applied? | Giving information to another person | 1 |
| How can information be **collected, analysed and organised?** | Collecting and publishing policy speeches from election candidates and deciding who to vote for | 1 |
| How are **activities planned and organised**? | Planning an excursion to Parliament house | 1 |
| How can **team work** be applied? | Participating in a mock election | 2 |
| How can the use of **mathematical ideas and techniques** be applied? | Tallying number of votes | 1 |
| How can **problem solving skills** be applied? | Working out the processes for a mock election | 2 |
| How can the **use of technology** be applied? | Using touch screens | 1 |

**Module details**

**Module Name Australian History**

**Module Code** VBQM483

**SA Code NYWN**

**Module Purpose** This module aims to familiarise students with aspects of the political and social history of Australia from pre-history to the present day.

This module is based on *VBN510 Australian History* from the ESL Framework.

**Nominal Hours** 30

**Prerequisites** There are no prerequisites for this module.

**Co-Requisites** There are no co-requisites for this module. There are no co requisites. However, the module is to be delivered and assessed at the NRS level for Reading and Writing of the Certificate in General Education for Adults in which it is incorporated as an elective.

The module Indigenous Australia complements the Australian History module.

**Summary of Learning Outcomes** 1. Describe coastal exploration of Australia prior to 1788

2. Describe the role of convicts in the European settlement of Australia

3. Describe the key features of a particular period or event in Australia

4. Describe the reasons for immigration to Australia and the impact on Australia’s development

**Learning Outcome 1** Describe coastal exploration of Australia prior to 1788

**Assessment Criteria** 1.1 Identify the reasons for exploration of the coast of Australia

1.2 Identify the ***key players*** and their roles in the exploration

1.3 Outline Britain’s decision to settle in Australia

**Learning Outcome 2** Describe the role of convicts in the European settlement of Australia

**Assessment Criteria** 2.1 Identify the main types of convicts

2.2 State the relationship between convicts and soldiers

2.3 Outline the key elements of convict life

**Learning Outcome 3** Describe the key features of a particular period or event in Australia

**Assessment Criteria** 3.1 Identify the ***period*** or ***event*** and its significance

3.2 Outline ***the key events***

3.3 Identify the key ***participants***

3.4 Outline some features of life in Australia at the time

**Learning Outcome 4** Describe the reasons for immigration to Australia and the impact on Australia’s development

**Assessment Criteria** 4.1 List the key events in ***Australia’s immigration history***

4.2 Identify the impact of each wave of immigration

4.3 State issues which have arisen as a result of immigration

4.4 Outline a ***personal immigration experience***

| **Evidence Guide** | |
| --- | --- |
| **Range of variables**  The following variables may include but are not limited to the following: | |
| ***Key players*** *may include* | * Chinese (possible e.g. Zheng He) * Portuguese (possible) * Spanish * Dutch * English * French * Aboriginal response |
| *Particular* ***period or event*** *in Australia may include* | * Gold Rush/Eureka stockade * Federation * bushrangers * wars (Boer, WWI, WWII, Korea, Vietnam etc) * inland explorers * overland telegraph/rabbit proof fence * the depression * Aboriginal voting rights/1967 referendum * involvement in world sporting events, e.g. the Olympics |
| ***Australia’s immigration history*** | * possible Aboriginal migration from north * 19th Century -convicts and settlers, Gold Rush * 20th Century – pre-war, post-war, refugees * 21st Century – refugees |
| ***A personal immigration experience*** | * autobiographical recount * biographical recount of a well known personality * biographical recount on a family member, friend or community member |

|  |  |
| --- | --- |
| **Underpinning skills and knowledge** | This module is included as an elective for use at four levels of the Certificates in General Education of Adults. It may be contextualised to suit the needs and skills of learners in courses from Certificate I Introductory to Certificate III. Therefore, the underpinning skills and knowledge required are those listed in the Reading and Writing Core Skills Units at the Certificate level in which the module is being delivered. |
| **Delivery strategy** | This module can be assessed alone or as part of an assessment activity involving any other units or modules from the program. This module can be delivered in any way that allows students to develop competence in the learning outcomes while offering opportunities to experience and practise language.  Delivery options, including grouping of students, should recognise the varying learning needs, educational backgrounds, preferred learning styles and constraints of the individual learner.  Classroom based delivery should include a mixture of whole class, group work, and individual activities.  The purpose of the module relates to general life skills and knowledge. Therefore, wherever appropriate, delivery should include field trips, guest speakers and practical demonstrations. It should also utilise interactive computer programs, role-plays, and simulated and real life practical activities. Activities should utilise a variety of sources to allow exposure to a range of spoken and written language (standard and non-standard varieties). |
| **Assessment strategy** | A range of assessment strategies should be used in accordance with the assessment principles outlined in Part B (Section 5.1 Assessment Strategy).  Wherever possible, learning outcomes should be grouped together for assessment. Learning outcomes from within one module or across modules may be grouped together.  To be deemed competent in this module the learner must demonstrate competency in all learning outcomes. |
| **Critical Aspects of Evidence** | * evidence of the ability to source historical information * evidence of the ability to order and interpret historical information * evidence of the ability to source local historical information |
| **Resource implications** | Learning resources  Learners should have access to a range of authentic materials in real and simulated settings both in the classroom as well as on field trips or excursions. The needs of the learner will be met by provision of:   * a learning environment appropriate to the assessment task * learner handouts/reference material * print and non-print resources * appropriate equipment and materials * access to people in the community, guest speakers * appropriate support allowing for full participation * computer hardware/software and internet access as appropriate |

**Generic Process Skills**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable. The questions below highlight how these processes are applied in this module. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

| **Key Competency** | **Example of Application** | **Performance Level** |
| --- | --- | --- |
| How can **communication of ideas and information** be applied? | Giving information to another person | 1 |
| How can information be **collected, analysed and organised?** | Developing a list of resources | 1 |
| How are **activities planned and organised**? | Planning an excursion to the museum | 1 |
| How can **team work** be applied? | Working on a small group classroom activity | 1 |
| How can the use of **mathematical ideas and techniques** be applied? | Making calculations with dates | 1 |
| How can **problem solving skills** be applied? | Planning travel details for an excursion | 2 |
| How can the **use of technology** be applied? | Using the internet to access historical records and information | 1 |

**Module details**

**Module Name Australian Law**

**Module Code** VBQM481

**SA Code NYWM**

**Module Purpose** This module aims to familiarise students with the Australian legal system and provides the knowledge and skills required to access various aspects of the Australian legal system.

This module is based on *VBN504 Australian Law* from the ESL Framework.

**Nominal Hours** 20

**Prerequisites** There are no prerequisites for this module.

**Co-Requisites** There are no co requisites. However, the module is to be delivered and assessed at the level of the Certificate in General Education for Adults in which it is incorporated as an elective.

**Summary of Learning Outcomes** 1. Describe the features of the Australian legal system

2. Describe the process of accessing legal representation

**Learning Outcome 1** Describe the main features of the Australian legal system

**Assessment Criteria** 1.1 Identify the main differences between civil and criminal law

1.2 Identify the rights and responsibilities of the police in Australia

1.3 Outline the main features of the ***court system*** and the role of each court

1.4 Identify methods of punishment in Australia

**Learning Outcome 2** Describe the process of accessing legal representation

**Assessment Criteria** 2.1 Identify key features of the system of ***legal representation***

2.2 Locate ***legal resources***

2.3 Identify the costs of accessing the legal system

| **Evidence Guide** | |
| --- | --- |
| **Range of variables**  The following variables may include but are not limited to the following: | |
| ***Court system*** | * Magistrates, Supreme, County, High |
| ***Legal representation*** | * solicitor/barrister/queens counsel * judge and jury |
| ***Legal resources*** | * legal aid * solicitors |

|  |  |
| --- | --- |
| **Underpinning skills and knowledge** | This module is included as an elective for use at different levels of the Certificates in General Education of Adults. It may be contextualised to suit the needs and skills of learners in courses from Certificate I to III. Therefore, the underpinning skills and knowledge required are those listed in the Reading and Writing Core Skills Units at the Certificate level in which the module is being delivered. |
| **Delivery strategy** | This module can be assessed alone or as part of an assessment activity involving any other units or modules from the program.  This module can be delivered in any way that allows students to develop competence in the learning outcomes.  Delivery options, including grouping of students, should recognise the varying learning needs, educational backgrounds, preferred learning styles and constraints of the individual learner.  Classroom based delivery should include a mixture of whole class, group work, and individual activities.  The purpose of the module relates to general life skills and knowledge. Therefore, wherever appropriate, delivery should include field trips, guest speakers and practical demonstrations. It should also utilise interactive computer programs, role-plays, and simulated and real life practical activities. Activities should utilise a variety of sources to allow exposure to a range of spoken and written language (standard and non-standard varieties). |
| **Assessment strategy** | A range of assessment strategies should be used in accordance with the assessment principles outlined in Part B (Section 5.1 Assessment Strategy).  Wherever possible, learning outcomes should be grouped together for assessment. Learning outcomes from within one module or across modules may be grouped together.  To be deemed competent in this module the learner must demonstrate competency in all learning outcomes. |
| **Critical Aspects of Evidence** | * evidence of the ability to source legal information * evidence of the ability to interpret information on the processes of the courts and justice system * evidence of the ability to identify sources of legal support in the community |
| **Resource implications** | Learning resources  Learners should have access to a range of authentic materials in real and simulated settings both in the classroom as well as on field trips or excursions. The needs of the learner will be met by provision of:   * a learning environment appropriate to the assessment task * learner handouts/reference material * print and non-print resources * access to people in the community, guest speakers * appropriate equipment and materials * appropriate support allowing for full participation * computer hardware/software and internet access as appropriate |

**Generic Process Skills**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable. The questions below highlight how these processes are applied in this module. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

| **Key Competency** | **Example of Application** | **Performance Level** |
| --- | --- | --- |
| How can **communication of ideas and information** be applied? | Giving information to another person | 1 |
| How can information be **collected, analysed and organised?** | Interviewing a legal professional for a report | 1 |
| How are **activities planned and organised**? | Organising an excursion to the courts | 1 |
| How can **team work** be applied? | Planning an excursion to the courts | 1 |
| How can the use of **mathematical ideas and techniques** be applied? | Interpreting crime statistics | 1 |
| How can **problem solving skills** be applied? | Determining the effectiveness of punishment for a crime | 1 |
| How can the **use of technology** be applied? | Researching using the internet | 1 |

**Competency Title Becoming job ready**

**SA Code PXMC**

**Nominal hours** 30

**Field of Education** 120505 Work Practices Programmes

**Unit Descriptor** The focus of this unit is to identify the connection between life skills and employability skills, to research and apply for suitable employment and to evaluate their performance in the job application and interview process.

This unit is designed to meet the needs of learners with personal, learning, employment and community participation goals. Learner’s needs and expectations require a focus on individual learner objectives such as:

* improved language, literacy and numeracy skills
* new skills and knowledge
* specific competencies
* target qualifications
* new career
* career advancement

Learner objectives may also include:

* information and advice on courses, learning programs, qualifications and assessment

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of employability skills. The qualification’s employability skills summary in which this unit is included will assist in identifying employability refer Appendix 1.

**Application of the Unit** The learning plan documents an agreed program that the learner will undertake during the course to identify possible pathways, plan, document and monitor progress towards achieving learning gaols. The program will take into account the learner’s learning style and preferences. The learner will also develop and maintain a portfolio of evidence which documents achievement of course goals. It is also recommended that the application is integrated with other units.

**Pre-requisite units** Nil

**Co-requisite units** Nil

| **Element** | **Performance criteria** |
| --- | --- |
| 1 Locate relevant information on a job vacancy | 1.1 ***Collect information*** regarding the vacancy  1.2 Analyse the requirements of the position |
| 2 Prepare an application letter and resume for the advertised job | 2.1 Prepare a general resume, using a suitable format, and which is accurate and uses conventional language, spelling and grammar  2.2 Prepare an ***application letter and customised resume*** for the advertised job  2.3 ***Evaluate*** completed application letter and customised resume |
| 3 Participate in a job interview | 3.1 ***Prepare for a job interview***  3.2 Undertake different ***roles in an interview***  3.3 ***Evaluate interview process*** |
| 4 Prepare a portfolio of completed work and resources | 4.1 Requirements of the ***portfolio*** are identified |

|  |
| --- |
| **Required skills and knowledge** |
| This describes the essential skills and knowledge and their level, required for this unit   * communication skills to participate in planning process * communications skills to participate in the assessment process * ability to use support material effectively * understanding of the need to proof read and revise drafts * awareness of the need to vary the ways in which material is presented to meet requirements of different audiences * research skills to locate information relevant to own goals * literacy skills to read and interpret a range of information * ability to understand the importance of documenting learning |

| **Australian Core Skills Framework indicator levels [[1]](#footnote-2)** |
| --- |
| The required outcomes described in this unit of competency relate directly to, the Australian Core Skills Framework (ACSF).  ASCF learning, reading, writing and oral and communication at level 2 is recommended entry level to undertake this unit.  2.01 Demonstrates some awareness of learning strengths and areas of need and begins to plan and manage the learning process  2.02 Applies a limited range of learning strategies in structured and familiar contexts  2.03 Identifies and interprets relevant information and ideas within familiar contexts  2.04 Uses a number of reading strategies to identify and interpret relevant information within familiar text types  2.05 Conveys intended meaning on familiar topics for a limited range of purposes and audiences  2.06 Produces familiar text types using simple vocabulary, grammatical structures and conventions  2.07 Uses every day language to provide information or maintain a conversation in familiar spoken contexts  2.08 Listens (or signs) for relevant information in oral texts across familiar contexts  Works independently in a supported environment |

| **Range statement** | |
| --- | --- |
| The range statement indicates the context for demonstrating competency. This is a guide and, unless otherwise indicated, items may or may not apply as required by the work context. The Range of Variables statement should relate to the unit of competency as a whole and should   1. contextualise the competency by defining the boundaries of the standards 2. provide a link to knowledge and enterprise requirements 3. assist in providing a focus for assessment 4. refer to particular legislative requirements and industry/enterprise guidelines | |
| ***collect information:*** | * job and person specification * skills analysis * verbal description of the job requirements |
| ***application letter and customised resume:*** | * examine current trends in applications * express interest in the organisation * use format, content and presentation appropriate to the position * use conventional language * use conventional spelling * relate the applicant’s strengths to the position * address a job and person specification (or equivalent) |
| ***evaluate:*** | * identify strengths in the application resources * discuss strategies for improvement |
| ***prepare for a job interview:*** | * prepare information on organisation and job * clarify time and place of interview * clarify conditions of interview (e.g. panel, format, length etc.) * ensure personal presentation is suitable for the job * plan probable questions and prepare answers |
| ***roles in an interview:*** | * participate as an interviewee * participate as an interviewer |
| ***evaluate interview process:*** | * identify strengths and areas of improvement in the interview process * discuss strategies for improvement |
| ***portfolio:*** | * organise journal in a logical format which ensures ease of use a resource * identify and select additional materials of interest and relevance e.g. articles, leaflets newspapers clipping * written journal entries which describe topics covered and personal experience and changes in attitudes, skills and opinions * identify a range of employability skills and employment options relevant to this topic * monitor and evaluate own participation in the group context |

| **Evidence guide** | |
| --- | --- |
| The Evidence Guide should relate to the unit of competency as a whole, relating directly to the Performance Criteria and Range of Variables. The purpose is to guide assessment of the unit of competency in the workplace and/or a training program. | |
| ***critical aspects of evidence:*** | * assessment must confirm the ability to apply knowledge and appropriate techniques of   + discussion   + journal responses demonstrating interpretation of available information using discretion and judgment   + relevant theoretical knowledge   + oral reflections within a group   + ability to take responsibility for own learning process   + an understanding and practical demonstration of the skills required for applications, resumes and interviews   + the creation of a resume and application   + participate in a mock interview   + written or oral presentation   + portfolio * assessment of performance should be over a period of time and confirm sufficient knowledge of all categories from the range statement |
| ***interdependent assessment of units:*** | * this unit must be assessed after attainment of competency in the following unit(s)   + NA * this unit must be assessed in conjunction with the following unit(s)   + NA * for the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)   + NA |
| ***required knowledge and skills:*** | * the ability to read and interpret short simple text * locate specific information relating to familiar contexts in a text * write about a familiar topic using simple sentence structure * complete a form or write notes using factual or personal information |
| ***context and method of assessment:*** | * assessments should reflect real life situations for the participants to negotiate the form of assessment so that the relevance of the assessment and unit of competency content is maximised. * assessment methods should include but are not limited to: * practical application of skills through role play * written assessments * verbal presentations * multi-media presentations * projects * journals * case studies * group activities * observations in a simulated environment * oral questioning. |
| ***resource requirements:*** | * assessment requires access to a range of resources, equipment and software |

*V1.2: This unit has been updated into the latest unit of competency requirements incorporating ACSF mapping, and the word ‘women’ has been removed from the unit descriptor as part of continuous improvement. No changes to course outcomes from v1.0*

**Competency Title Communicate effectively**

**SA Code** NYSC

**Nominal Hours** 30

**Field of Education** 120103 Literacy and Numeracy Programs

**Unit Descriptor** The focus of the unit is to establish and maintain interpersonal communication and to derive meaning from a range of oral/ signed texts in familiar and some unfamiliar contexts.

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of employability skills. The qualification’s employability skills summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Appendix A.

**Application of Unit** This unit provides learners with the skills and knowledge necessary to communicate verbally or in a signed language. Learners will develop basic skills of information exchange in familiar and some unfamiliar environments. It is designed for application and integration of verbal communication skills with a range of suitable units.

Where application is a part of the *Certificate II in Education and Skills Development*, it is recommended that application is integrated with other units

| **Element** | **Performance Criteria** |
| --- | --- |
| 1. Attend and respond | 1.1 Listen/look for and follow the gist of fact, explanations, instructions, accounts, opinions and descriptions  1.2 Listen/look for details  1.3 Listen to/look and identify simply ***expressed feelings***  1.4 Respond to simple questions  1.5 Ask questions to clarify meaning |
| 2. Speak or sign to communicate | 2.1 Adapt contributions to suit audience, context, purpose and situation  2.2 Use appropriate ***tone, pace and intonation***  2.3 Express clearly statements of fact, explanations, instructions, accounts, opinions and descriptions. |
| 3. Engage in conversation | 3.1 Use ***cues and conventions*** to establish and maintain formal and casual conversations  3.2 Respect ***cultural preferences*** in communication  3.3 Use appropriate phrases and linguistic elements for interruption and change of topic  3.4 Use cues and conventions to conclude a conversation |
| 4. Understand the factors which contribute to communication breakdown | 4.1 Identify the factors which cause ***barriers to communication***  4.2 Establish whether it is appropriate to ***repair the communication breakdown***  4.3 Develop strategies to minimise communication breakdown |

| **Underpinning Skills and Knowledge** |
| --- |
| Australian Core Skills Framework indicator levels  The required outcomes described in this unit of competency relate directly to, the Australian Core Skills Framework (ACSF)  ASCF learning, reading, writing and oral communication strategies at level 2 is recommended entry level to undertake this unit.  They partly contribute to the achievement of ACSF indicators of competency in  2.01 Demonstrates some awareness of learning strengths and areas of need and begins to plan and manage the learning process  2.02 Applies a limited range of learning strategies in structured and familiar contexts  2.03 Identifies and interprets relevant information and ideas within familiar contexts  2.04 Uses a number of reading strategies to identify and interpret relevant information within familiar text types  2.05 Conveys intended meaning on familiar topics for a limited range of purposes and audiences  2.06 Produces familiar text types using simple vocabulary, grammatical structures and conventions  2.07 Uses every day language to provide information or maintain a conversation in familiar spoken contexts  2.08 Listens (or signs) for relevant information in oral texts across familiar contexts  Works independently in a supported environment |

| **Range of Variables** | |
| --- | --- |
| Includes but is not restricted to: | |
| ***listen/look for:*** | * recognise questions, statements and instructions * follow the interactive nature of a short, simple discussion between two or more people * identify basic information * identify key words in a given context * identify information contained in descriptions * identify key grammatical structures |
| ***expressed feelings and opinions:*** | * likes and dislikes * wishes, hopes * views, attitudes * interests * agreement and disagreement * apology * intonation and corresponding words/signs |
| ***tone, pace and intonation:*** | * discriminate between stressed and unstressed syllables (or Auslan equivalent); recognise how information or content words/signs are stressed in sentences * identify stress-timed rhythm in spoken English, or movement/hold patterns in Auslan * For those using spoken English, awareness of: * falling intonation on complete definite statement * rising intonation to elicit understanding/ability to produce rising tones to query information * falling intonation in first part, rising in second: subordinate clauses, question tags * rising intonation for questions in general, particularly yes/no, and that falling * intonation is often found with ‘wh’ questions * rising intonation for politeness * rising intonation for offers and invitations * as necessary, rising intonation on conjunctions and adverbs to show the narrative continues * alternative questions and lists: voice rises on the first alternative, falls on the last * For those using signed Auslan, awareness of: * changes in sign order or non-manual signing elements which may occur (but not necessarily occur) in signed Auslan definite statement * changes in non-manual signing features (head tilts/ nods, raising/furrowing eyebrows, body leans) which may occur (but not necessarily occur) to query information or to seek further information * changes in non-manual signing features (head tilts, eyebrow raises, body leans, signs being held) which may occur (but not necessarily occur) in polar questions * changes in non-manual signing features (head tilts, furrowing/raising eyebrows, body leans, use of question signs) which may occur (but not necessarily occur) for content questions * changes in non-manual signing features, choice of signs, and changes in execution of signs for politeness * changes in non-manual signing features, choice of signs, and changes in execution of signs for offers and invitations * use of signing elements such as eye gaze, holding of signs, maintenance of sign space, or fillers to show that the narrative continues * alternative questions and lists: use of signing elements such as indexing, head tilts/leans, eyebrow raises |
| ***cues and conventions:*** | * Cues such as: * signalling to show misunderstanding, both verbal/signed and non verbal * differentiating between questions and statements, requests and commands * conveying feelings, attitudes, relationship between speakers, politeness * Conventions such as: * attention gaining and appropriate introductions in signed conversations * interactive pattern of conversation, turn taking * backchannelling * naming: use of first name (use of name signs for Auslan users) and titles * thanking conventions * correction and clarification * topic introduction * relationship between ideas indicated * acknowledgement of other speakers; turn-giving * forms for apologising; formal/informal * response to suggestions * developing and maintaining rapport * conversation interruptions and closures |
| ***cultural preferences:*** | * Awareness of: * use of alternative vocabulary of English words/Auslan signs and phrases * traditional language words * hand and facial gestures * use of tone of voice/non-manual features * humour * idioms/signed expressions and visual vernacular * personal space * eye contact * physical touch * place in hierarchy |
| ***barriers to communication:*** | * Includes but not restricted to: * muddled messages * stereotyping * lack of empathy * language * lack of feedback * poor listening/attending skills: * internal distractions * interruptions * physical distractions * jargon * intention: * criticising * diagnosing * ordering * threatening * moralising * excessive questioning * advising |

| **Evidence Guide** | |
| --- | --- |
| ***critical aspects and evidence required to demonstrate competency in this unit:*** | * demonstrate: * appropriate skills and language/signing to manage interactions in an increasing range of formal and informal settings * variations in tone of voice, intonation and stress * an awareness of the rules for taking part in interactions in a wide range of familiar and unfamiliar work, academic, social, community and cultural contexts * interactions to be observed or recorded on several occasions over a period of time. Speaking/signing and listening/ attending progression to be reported on and discussed with a teacher, lecturer, advisor * where performance criteria include a list of concepts or knowledge (eg empathy, maintaining rapport, intonation), it is assumed that most of these will be included as part of the teaching/learning program. It is not envisaged that all the listed items be assessed individually – competence in one or two being sufficient evidence that the criterion can be met |
| ***context of assessment:*** | * assessment of performance requirements in this unit is best undertaken using resources of relevance to the learner‘s learning needs: * access to real texts in context * research facilities, eg: * library * computer with internet access |
| ***consistency of performance:*** | * this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range statements and contexts |
| ***resource implications:*** | * a range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of: * a learning environment appropriate to the assessment task * appropriate support allowing for full participation * computer hardware and software, if appropriate |
| ***guidance information for assessment:*** | * if a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate competency normally demonstrated through the spoken word, eg Auslan |

**Competency Title Contemporary Aboriginal issues**

**SA Code** NYTB

**Nominal Hours** 40

**Field of Education** 120103 Literacy and Numeracy Programs

**Unit Descriptor** The unit aims to increase the knowledge and understanding of contemporary Aboriginal Society including the impact of ethnicity discrimination and racism.

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification’s Employability Skills Summary in which this unit is included will assist in identifying employability skills requirements.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

**Application of Unit** It is highly recommended that this unit is taught by a person who is of Aboriginal or Torres Strait Islander descendent or undertaken through close supervision.

| **Element** | **Performance Criteria** |
| --- | --- |
| 1. Develop an understanding of contemporary Aboriginal society | 1.1 Discuss *aspects* of contemporary Aboriginal society  1.2 Identify examples of these *aspects* of Aboriginal society from own experience, research, reading or communicating with others  1.3 Research current statistics to determine the average employment and income rates for Aboriginal people compared with non Aboriginal people  1.4 Compare changes in Year 12 retention rates and University graduate rates amongst Aboriginal and non Aboriginal people  1.5 Discuss the major health concerns amongst Aboriginal people today, and how they compare with the mainstream  1.6 Research housing ownership schemes for Aboriginal people since 1970s and identify how they are changing |
| 2. Identify ethnicity, discrimination and racism in Australia, and strategies to address racism | 2.1 Discuss and define the following:   * racial, ethnic and cultural differences * prejudice * discrimination * racism   2.2 Compare and contrast *different kinds of racism*  2.3 Examine the role of education in the improvement of racial, ethnic and cultural relations  2.4 Review the role of legislation and other strategies to address racism |
| 3. Identify the social, political and economic contexts that affect Aboriginal people today | 3.1 Research and discuss the impact of *social factors* on Aboriginal people’s personal, family and community wellbeing  3.2 Discuss *strategies* to assist Aboriginal people to improve their wellbeing |
| 4. Outline Aboriginal political and economic processes and describe examples of effective participation in current political structure | 4.1 Discuss in your own words the following:   * contemporary Australian political structures * the notion of dependency * Aboriginal community control * Native title   4.2 Identify and discuss strategies available to Aboriginal people that will enable them to engage in a positive manner in a political process |

|  |
| --- |
| **Australian Core Skills Framework (ACSF)** |
| The required outcomes described in this unit of competency relate directly to the Australian Core Skills Framework (ACSF). ACSF communication level 2 is recommended entry level to undertake this unit.  2.01 Demonstrates some awareness of learning strengths and areas of need and begins to plan and manage the learning process  2.02 Applies a limited range of learning strategies in structured and familiar contexts  2.03 Identifies and interprets relevant information and ideas within familiar contexts  2.04 Uses a number of reading strategies to identify and interpret relevant information within familiar text types  2.05 Conveys intended meaning on familiar topics for a limited range of purposes and audiences  2.06 Produces familiar text types using simple vocabulary, grammatical structures and conventions  2.07 Uses every day language to provide information or maintain a conversation in familiar spoken contexts  2.08 Listens (or signs) for relevant information in oral texts across familiar contexts |

| **Range Statement** | |
| --- | --- |
| Range statement relates to the unit of competency as a whole. It allows for different situations that may affect performance. The key terms used in the Performance Criteria are further explained but not limited to range statement information. | |
| ***aspects of contemporary Aboriginal society:*** | * family and community structure * income * education * employment * health * housing |
| ***different kinds of racism:*** | * individual * institutional * scientific * overt and covert racism |
| ***social factors:*** | * dispossession * unemployment * poverty * health * education * cultural change |
| ***strategies to improve wellbeing:*** | * land ownership * employment * education * health * community controlled services * cultural maintenance and regeneration |

| **Evidence Guide** | |
| --- | --- |
| ***critical aspects for assessment and evidence required to demonstrate competency in this unit:*** | * the unit aims to demonstrate an understanding of contemporary Aboriginal Society including the impact of ethnicity discrimination and racism. The learner must be able to demonstrate: * participation, involvement within interaction within group based discussions * use of case studies to illustrate learning * willingness to share personal stories * respect for confidentiality and other participants stories or experiences * cultural awareness * ability to work independently * work in small group * use of appropriate technology, e.g. PowerPoint presentations * research skills * awareness of learning strengths * ability to plan and manage their own learning process |
| ***context of and specific resource implications:*** | * the content of this unit is sensitive and participants may experience a range of feelings and reactions when engaged in the unit. It is important to consider that Aboriginal participants will have different levels and types of experience of the content * as some content and associated resources may contain images and names of deceased members of the Aboriginal community, care should be taken when presenting to students |
| ***consistency of performance:*** | * this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and context |
| ***guidance information for assessment:*** | * approaches to assessment should be flexible and take into account the diversity in levels of literacy and numeracy of the participants. The following assessment methods are examples of strategies which should be considered to assess this unit: * direct observation * questioning and discussion * presentation of journals * PowerPoint presentations * debate * visual arts * dance and or song * creating a CD of already released songs, e.g. “Thou Shalt Not Steal”, by Kev Carmody * it is highly recommended that this unit and the delivery and assessment resources used are written and/or taught by a person who is of Aboriginal or Torres Strait Islander descendent or is undertaken through close supervision |

**Unit Code** VBQU149

**SA Code** **NYTK**

**Unit Title Create a range of texts of some complexity for learning purposes**

**Nominal Hours** 25

**Unit Descriptor** The focus of the unit is on writing skills to create a range of texts of some complexity which are relevant to the learning environment.

The required outcomes described in this unit of competency relate directly to the *National Reporting System* (NRS) (© Commonwealth of Australia and ANTA 1994-5). They contribute directly to the achievement of the NRS indicators of competence Level 4 (Writing).

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification’s Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Appendix A.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

**Application of Unit** People seeking to improve their literacy skills in the learning environment will need to develop a range of writing and communication skills associated with creating texts. The unit provides the learner with the skills and knowledge necessary to create a range of texts of some complexity in the learning environment. It will develop the written communication skills to produce or complete a range of texts used in a formal learning environment. These skills will provide the foundation for future activities associated with producing complex texts for study purposes.

Where application is as part of the *Certificate in General Education for Adults,* it is strongly recommended that application is integrated with the delivery and assessment of *VBQU145 Engage with texts of some complexity for learning purposes*. The link between Reading and Writing and the potential overlap between the parallel units encourages co delivery and assessment.

It is also recommended that application is integrated with other units.

| **Element** | **Performance Criteria** |
| --- | --- |
| Elements describe the essential outcomes of a unit of competency | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range statement.  Assessment of performance is to be consistent with the evidence guide. |
| 1 Research a range of texts relevant to learning | 1.1 A ***range of texts*** is selected  1.2 A range of purposes and ***audiences*** for the texts is described  1.3 The ***features*** of the texts are defined |
| 2 Prepare a portfolio of texts for learning purposes | 2.1 The purpose of each text and intended audience is confirmed  2.2 ***Appropriate format, language and required materials and equipment*** are organised  2.3 Relevant content required to create text is researched |
| 3 Produce a portfolio of texts for learning purposes accurately | 3.1 Draft content is arranged to meet the requirements of the text  3.2 Text of some complexity is developed  3.3 Text is ***reviewed*** and checked for accuracy  3.4 Text is edited to enhance meaning and effectiveness as required  3.5 Text is presented as required |

| **Required Skills and Knowledge** |
| --- |
| This describes the essential skills and knowledge and their level, required for this unit   * an ability to gather information * knowledge of a range of styles of writing and presenting information to a range of audiences * an awareness of register * a broad vocabulary and ability to use a range of grammatical structures accurately * ability to write a series of connected paragraphs which include a number of examples, opinions, facts, or arguments with supporting evidence in a prose text * ability to communicate complex relationships between ideas * knowledge of how to structure a range of texts * understanding of the need to proof read and revise drafts |

| **Range Statement** | |
| --- | --- |
| The Range Statement relates to the unit of competency as a whole. It allows for different situations that may affect performance, e.g. access to resources, regional contexts. Bold italicised wording in the Performance Criteria is detailed below. | |
| ***Range of texts*** *may include* | * prose and non prose electronic, printed and texts containing visual elements such as: * informal and formal email or hand written messages about familiar and immediate matters, e.g. requesting information about an assignment from a fellow class member or the teacher * notes taken from the blackboard (whiteboard) * notes taken from verbal instructions e.g. how to complete a task * notes taken from a variety of sources * vocabulary lists * task lists * diary entries related to study plans * individual learning plans * portfolios * labelled diagrams * dictation * work books * journal * digital stories * reflective writing related to learning * weblogs, text for a webpage * collaborative text * report * notes in a visual diary * text to support verbal/visual presentation |
| ***The purpose and audience*** *may include* | * private or public audiences * self only, e.g. vocabulary lists, notes, task lists * class members e.g. report, summary of research, collaborative work * teacher, application for extension of time, message to explain absence * organisational e.g. administration change of address details, enrolment * personal study purposes or to complete a requirement * collection of information to prepare for writing activities * recording and organising information for regular reference * organising time – e.g. timeline, homework grid/calendars |
| ***Features*** *of text may include* | * layout features and styles as appropriate for either electronic or “paper based” text * standard templates * use of appropriate language for audience and purpose * *Text Structure:* * clearly structured text using a range of structural conventions * variation between public and private writing * a number of linked paragraphs * conventions of paragraph writing development of one major topic in each paragraph, use of topic sentences * features of narrative and expressive texts, e.g. chronological sequencing of events; logically sequenced and cohesive prose; identification followed by description; orientation, complication, resolution in narrative texts; use of descriptive language * features informative texts, e.g. transparent organisation, such as sequentially ordered dot points, numbered instructions, alphabetical, numerical listings, spacing, headings; general statement, factual description or logically sequenced explanation, conclusion * features of procedural texts, e.g. instructions: statement of the goal, requirements and steps to achieve the goal * features of persuasive texts, e.g. argument: statement of opinion, arguments and summing up; discursive: opening statement, arguments for and against, conclusion or recommendations * navigation features, e.g., grids, arrows, dot points * information formatted into a table (one or two columns) * features of transactional texts, e.g. formal letter format: formal opening, statement of purposes, details, request, confirm, inform or clarify action, formal close * *Sentences, for example:* * consistent use of grammatically correct simple sentence forms. * use of linking devices appropriate to text type * consistent use of complex sentences. * *Vocabulary:* * use of appropriate language for audience and purpose, e.g. descriptive language, techniques to convey feelings and ideas, figures of speech * use of vocabulary specific to topic * precise selection of vocabulary to convey shades of meaning * most frequently used words spelt with accuracy * regular use of standard punctuation * control over the use of generic grammatical forms such as temporal links e.g. “meanwhile” and abstract nouns e.g. “migration”, and referential devices and nominalisations * awareness and appropriate/effective use of local varieties of non standard Australian English, slang, LOTE * *visuals, for example:* * photographs * symbols * drawings/sketches/illustrations * diagrams, graphs * maps |
| ***Appropriate format*** *may include* | * handwritten * word processed * on paper/poster * online, e.g. html, email * size of words and visuals * place of colour, symbols * digital story * PowerPoint presentation * report * short answer questions * essay * book review * reference list * notes for a classroom presentation * student evaluation/feedback * using features of punctuation, font and layout to good effect (semi-colons, brackets italics) |
| ***Required materials and equipment*** may include: | * word processing program * electronic presentation software program * materials for poster/flyer * sample model texts/templates * written material, information from the teacher, other students, library texts, online sources, newspaper articles |
| *Text may be* ***reviewed*** | * with support from the teacher, by peers, by another support person, for: * spelling and punctuation * grammatical accuracy * clarity of purpose and audience * clarity of message * appropriateness of layout, register * effectiveness of layout features |

| **Evidence Guide** | |
| --- | --- |
| The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission | |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | * learners will be able to create a range of texts relevant to learning * evidence that texts have been created on at least three occasions. Each occasion must address a different text type, and include evidence of a range of features within the texts which are consistent with those described in the Range Statement. Prose texts at this level typically contain a number of linked paragraphs.   In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:   * the knowledge requirements of this unit * the skill requirements of this unit |
| **Context of and specific resources for assessment** | * the unit may be assessed in a range of learning environments including formal classrooms, structured learning groups or individual mentoring arrangements * creation of real/authentic texts in context * access to real/authentic texts from the learning environment * access to online facilities, communications technologies as appropriate * access to computers for word processing as appropriate |
| **Guidance information for assessment** | A range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of:   * a learning environment appropriate to the assessment task * appropriate support allowing for full participation * computer hardware and software, if appropriate.   Appropriate assessment strategies include:   * portfolios, for example: * collections of samples compiled by the learner * product with supporting documentation * journal/log book * direct observation, for example: * real time activities * third party feedback, for example: * reports from other teachers or support workers * peer feedback * self assessment |

**Unit Code** VBQU150

**SA Code NYTL**

**Unit Title Create routine workplace documents**

**Unit Descriptor** This unit covers routine written communication. It includes extracting meaning from routine written information for workplace purposes and preparing routine written materials. The focus is on the content and structure of written materials and not on the use of computer technology, which is addressed by other competencies.

In practice, writing routine materials overlaps with other generalist work activities such using routine communication techniques, delivering client service, handling information, using technology, etc.

**Nominal Hours** 25

**Relationships with other units** This unit is based on *PSPGOV208A Write routine workplace materials*

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification’s Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Appendix A.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

**Application of Unit** People seeking to improve their literacy skills for the work environment will need to develop a range of writing and communication skills associated with creating texts. The unit provides the learner with the skills and knowledge necessary to create routine workplace documents. These skills will provide the foundation for future activities associated with producing text.

Where application is as part of the *Certificate in General Education for Adults,* it is strongly recommended that application is integrated with the delivery and assessment of *VBQU146 Engage with texts of some complexity for employment purposes*. The link between Reading and Writing and the potential overlap between the units encourages co delivery and assessment.

It is also recommended that application is integrated with other units.

| **Element** | **Performance Criteria** |
| --- | --- |
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement.  Assessment of performance is to be consistent with the evidence guide. |
| 1 Read, interpret and act on routine written materials | 1.1 Intended recipients and purpose of incoming ***written materials*** are determined with assistance from others  1.2 Key points are identified and used to record, store or forward incoming materials in accordance with organisational procedures  1.3 Information from ***tables, charts and other graphic information*** is used to plan and organise work  1.4 ***Procedural information*** is read and followed to implement workplace routines or remedy problems  1.5 Assistance is sought with difficult or ambiguous materials in accordance with organisational procedures |
| 2 Prepare routine written materials | 2.1 Requirements of ***written materials*** are confirmed and followed in accordance with ***legislation, organisational procedures*** and standard templates  2.2 Information is included that is accurate, clear and concise and meets organisational guidelines for the type of document  2.3 Material is checked to ensure correct grammar, spelling and punctuation, and to correct any inaccuracies in content  2.4 Written information is presented in accordance with organisational standards for format and accuracy  2.5 Written information is prepared and submitted for approval/final editing within required timeframes |

| **Required Skills and Knowledge** | |
| --- | --- |
| This describes the essential skills and knowledge and their level, for this unit. | |
| **Knowledge requirements**: | (The knowledge essential for competency in this unit)  Look for evidence that confirms knowledge and understanding of:   * legislation, regulations, policies, procedures and guidelines relating to written materials such as privacy, freedom of information, information security, confidentiality, copyright * organisational policy for recordkeeping * principles of effective written communication * differences between requirements for written as opposed to spoken/signed English * government style manual/writing guide * organisational writing/formatting guidelines * organisation processes and protocols * email protocols and records management * equal employment opportunity, equity and diversity principles * public sector legislation such as occupational health and safety and environment in the context of preparing written materials |
| **Skill requirements**: | (The skills essential for competency in this unit)  Look for evidence that confirms skills in:   * reading and writing at a level to cope with routine workplace materials * identifying key messages in written information * writing and sequencing paragraphs according to the required purpose of written material * linking ideas in written material through selection and use of words, language structures and punctuation appropriate to the purpose * spelling, punctuation and grammar for workplace documents at a practical level * responding to diversity requirements, including gender and disability * implementing ergonomic requirements for office work * complying with environmental policies such as those relating to paper use/wastage/recycling |

| **Range Statement** | |
| --- | --- |
| The Range Statement relates to the unit of competency as a whole. It allows for different situations that may affect performance, e.g. access to resources; regional contexts. Bold italicised wording in the Performance Criteria is detailed below. | |
| ***Written materials to be read*** *may include* | * agendas * emails * facsimiles * flyers * help screens * instructions * letters * manuals * memos * messages * minutes * reports * schedules * timetables * web calendars * web sites |
| ***Tables, charts and other graphic information*** *may include* | * work schedules * organisation charts * timetables * pay scales * leave rosters |
| ***Procedural information*** *may include* | * supporting diagrams * manufacturers'/operating instructions/technical instructions * work unit/organisation guidelines and procedures * supervisor's/team leader's instructions * occupational health and safety procedures * style manuals |
| ***Written materials*** *may include* | * correspondence * emails * memos * file notes * meeting notes * summaries * short reports * leave applications * travel forms * petty cash vouchers |
| ***Legislation and organisational procedures*** *may include* | * State/Territory or Commonwealth legislation, regulations, policies, procedures and guidelines relating to the preparation and security of written information in the public sector, including freedom of information, privacy, copyright, confidentiality, equal employment opportunity, diversity, occupational health and safety * codes of practice * codes of ethics * security standards * administrative procedures * writing guides/style manuals |

| **Evidence Guide** | |
| --- | --- |
| The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission. | |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | * learners will be able to create simple, personally relevant texts * routine workplace materials written for a range of (3 or more) contexts (or occasions, over time) * Each occasion must address a different text type, and include evidence of a range of elements within the texts   In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:   * the knowledge requirements of this unit * the skill requirements of this unit |
| **Context of and specific resources for assessment** | * a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when reading and writing routine workplace materials, including coping with difficulties, irregularities and breakdowns in routine * assessment of performance requirements in this unit is best undertaken using real texts of personal relevance to the learner. * access to real texts in context * access to communications technology as required * digital photos of texts for simulated settings |
| **Guidance information for assessment** | A range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of:   * a learning environment appropriate to the assessment task * appropriate support allowing for full participation * computer hardware and software, if appropriate.   At this level, the learner may:   * require additional time to complete written tasks * depend on the teacher/support person/model text   Appropriate assessment strategies include:   * portfolios, for example: * collections of samples compiled by the learner * product with supporting documentation * journal/log book * direct observation, for example: * real time activities * activities in a simulated environment * third party feedback, for example: * reports from other teachers or support workers * reports from workplace supervisors, employers * peer feedback * self assessment |

**Module details**

**Module Name Current Affairs**

**Module Code** VBQM484

**SA Code NYWP**

**Module Purpose** This module is designed to enable students to develop knowledge of national and international current affairs.

This module is based on *VBN511 Current Affairs* from the ESL Framework.

**Nominal Hours** 20

**Prerequisites** There are no prerequisites for this module.

**Co-Requisites** None

**Summary of Learning Outcomes** 1. Describe a current issue of significance in Australia

2. Describe a current issue of international significance

**Learning Outcome 1** Describe a current issue of significance in Australia

**Assessment Criteria** 1.1 Identify the ***issue*** and why it is significant

1.2 State the ***main facts*** of the issue

1.3 Give an opinion on the issue

**Learning Outcome 2** Describe a current issue of international significance

**Assessment Criteria** 2.1 Identify the ***issue*** and why it is significant

2.2 State the main facts of the issue

2.3 Give an opinion on the issue

| **Evidence Guide** | |
| --- | --- |
| **Range of variables**  The following variables may include but are not limited to the following: | |
| ***Current issue of significance in Australia*** | * political issues, e.g. refugees, immigration policy * environmental issues * education issues, e.g. higher education funding, bilingual and LOTE education * gun control |
| ***Main facts*** | * key players * area, place, groups affected * reasons for the issue |
| ***Current issue of international significance*** | * war * environmental issues * natural disasters – drought, earthquakes, floods |

|  |  |
| --- | --- |
| **Underpinning skills and knowledge** | This module is included as an elective for use at four levels of the Certificates in General Education of Adults. It may be contextualised to suit the needs and skills of learners in courses from Certificate I Introductory to Certificate III. Therefore, the underpinning skills and knowledge required are those listed in the Reading and Writing Core Skills Units at the Certificate level in which the module is being delivered. |
| **Delivery strategy** | This module can be assessed alone or as part of an assessment activity involving any other units or modules from the program.  This module can be delivered in any way that allows students to develop competence in the learning outcomes while offering opportunities to experience and practise language.  Delivery options, including grouping of students, should recognise the varying learning needs, educational backgrounds, preferred learning styles and constraints of the individual learner.  Classroom based delivery should include a mixture of whole class, group work, and individual activities.  The purpose of the module relates to general life skills and knowledge. Therefore, wherever appropriate, delivery should include field trips, guest speakers and practical demonstrations. It should also utilise interactive computer programs, role-plays, and simulated and real life practical activities. Activities should utilise a variety of sources to allow exposure to a range of spoken and written language (standard and non-standard varieties). |
| **Assessment strategy** | A range of assessment strategies should be used in accordance with the assessment principles outlined in Part B (Section 5.1 assessment Strategy).  Wherever possible, learning outcomes should be grouped together for assessment. Learning outcomes from within one module or across modules may be grouped together.  To be deemed competent in this module the learner must demonstrate competency in all learning outcomes. |
| **Critical Aspects of Evidence** | * evidence of the ability to source information on current affairs * evidence of the ability to order and interpret current affairs information |
| **Resource implications** | Learning resources  Learners should have access to a range of authentic materials in real and simulated settings both in the classroom as well as on field trips or excursions. The needs of the learner will be met by provision of:   * a learning environment appropriate to the assessment task * learner handouts/reference material * print and non-print resources * appropriate equipment and materials * access to people in the community, guest speakers * appropriate support allowing for full participation * computer hardware/software and internet access as appropriate |

**Generic Process Skills**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable. The questions below highlight how these processes are applied in this module. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

| **Key Competency** | **Example of Application** | **Performance Level** |
| --- | --- | --- |
| How can **communication of ideas and information** be applied? | Giving information to another person | 1 |
| How can information be **collected, analysed and organised?** | Developing a list of resources | 1 |
| How are **activities planned and organised**? | Planning an excursion | 1 |
| How can **team work** be applied? | Working on a small group classroom activity | 1 |
| How can the use of **mathematical ideas and techniques** be applied? | Making calculations with dates | 1 |
| How can **problem solving skills** be applied? | Planning travel details for an excursion | 2 |
| How can the **use of technology** be applied? | Using the internet to access information | 1 |

**Unit Code** VBQU186

**SA Code NYWF**

**Unit Title Design and review a project**

**Nominal Hours** 40

**Unit Descriptor** The focus of this unit is to develop skills and knowledge to design, conduct and critically examine a project’s processes and outcomes

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification’s Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Appendix A.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

**Application of Unit** The unit is designed to be delivered as part of the *Certificate in General Education for Adults* and is designed to allow for the practical application in an activity of a range of literacy, numeracy and oral communication skills for the purposes of further developing those skills in a context and/or around a specific content area.

This unit addresses the skills and knowledge needed to design an activity and organize available resources to ensure the successful completion of the project. It encompasses interpreting the requirements of the project, developing a plan, and preparing and organising the required resources. It includes developing criteria to examine the success of project processes and outcomes as part of the planning process, and examining whether the project has met this criteria.

The project can be completed either individually or as a member of a group. It can be completed in a range of contexts such as in the workplace or in the community. The project may be an arts related production, a workplace based problem solving project, a research based activity, production of a community event or newsletter or a construction.

Where application is as part of the *Certificate in General Education for Adults,* it is recommended that application is integrated with other units

| **Element** | **Performance Criteria** |
| --- | --- |
| Elements describe the essential outcomes of a unit of competency | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range statement.  Assessment of performance is to be consistent with the evidence guide. |
| 1 Identify the context for, and organisational requirements of, the proposal | 1.1 The ***context and purpose*** of the proposal is clarified  1.2 ***Resource requirements*** of the proposal are explored |
| 2 Develop the methodology for the project | 2.1 *The* ***components*** and ***products*** of the project are clearly identified  2.2 Feasibility of a range of approaches is assessed  2.3 The ***resources*** for completing the project are clearly specified in the activity plan  2.4 Criteria for establishing success of the project are established |
| 3 Prepare resources | 3.1 Identified ***resources*** are gathered  3.2 ***Action plan*** is developed |
| 4 Coordinate and complete the activity | 4.1 Project tasks are undertaken and managed in accordance with the activity plan  4.2 Project is completed successfully |
| 5. Examine the conduct of the project | 5.1 Project outcomes are considered using agreed criteria  5.2 Factors which contributed to the successful conduct of the project are identified  5.3 Factors which negatively influenced the quality of the final product are analysed |

| **Required Skills and Knowledge** |
| --- |
| This describes the essential skills and knowledge and their level, required for this unit |
| * relevant OHS and environmental protection procedures and guidelines * ability to follow instructions to operate equipment and deal with minor breakdowns if appropriate * literacy skills to read and interpret a range of complex information , requirements * an ability to gather and analyse information from a variety of sources * knowledge of a range of methods to present information to a range of audiences * communication skills to negotiate with a range of people, to convey ideas and to obtain goods and services * problem solving skills to identify and address issues * ability to calculate costs if appropriate * an ability to co-ordinate complex activities |

| **Range Statement** | |
| --- | --- |
| The Range Statement relates to the unit of competency as a whole. It allows for different situations that may affect performance, e.g. access to resources, regional contexts. Bold italicised wording in the Performance Criteria is detailed below. | |
| ***Clarification of purpose*** *may involve consideration of* | * definition of audience * definition of community, personal or organisational need * relevance and significance in a broader context * relevant opportunities * knowledge and skill requirements * cultural awareness * ethical considerations |
| *Exploration of* ***resource requirements*** *may include* | * available human resources * group structures * establishing advantages and disadvantages of working with others on the project * investigation of technology requirements and options * communications skills, interpersonal skills, negotiation skills * information gathering techniques * establishment of a timeframe * maximisation of resources * matching skill level with requirements * problem anticipation and solving * OHS issues * cultural knowledge and requirements * relevant previous experiences e.g. * work experience * volunteer or recreational experience * family responsibilities * study including formal schooling or informal learning * health and other personal matters * any possible barriers to completion |
| *The* ***components and products*** *of the project include:* | * human resource requirements * other resource requirements, e.g., technology * possible barriers to completion * products may include: * editing a newsletter/book/newspaper/local history * organising a community event * mounting an exhibition * design and production of a visual art/design activity * design and produce a community mural * establish a community resource, e.g. setting up a homework club in association with local schools, parents, volunteer trainee teachers * design a webpage for a local community group * prepare a resource kit for young people, which includes advice on lifestyle options, results of research into issues such as the pitfalls of mobile phone plans * additional knowledge and skill outcomes * value of project to other aspects of the learner’s work, learning, community involvement |
| ***Resources*** | * processes involved e.g.: * Implementation of action plan * Implementation of evaluation strategy * people * finance * information * equipment * power/energy * buildings/facilities * technology * time * technological expertise or advice * access to organisations or facilities |
| ***Action plan*** *may include* | * clearly specified project tasks * roles and responsibilities * time lines/dates/calendars/milestones * realistic start and end dates * costings * resources * sources of resources |
| ***Evaluation strategy*** *can include* | * criteria * roles of participants |

| **Evidence Guide** | |
| --- | --- |
| The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission | |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | * ability to identify the context for and organisational requirements of the proposal * ability to develop a methodology * ability to select appropriate resources * management of the project from start to finish * establishment of criteria and review of project outcomes and processes * competency is evidenced by the project planning * documentation, completion of the task, and evaluation report |
| **Context of and specific resources for assessment**  Guidance information for assessment | * assessment of performance requirements in this unit is undertaken over the course of the program * access to real/authentic texts in context * access to a computer and internet for information where relevant * access to community facilities, e.g. library, community “experts”   A range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of:   * a learning environment appropriate to the assessment task * appropriate support allowing for full participation * computer hardware and software, if appropriate * access to community “experts”, as appropriate   Appropriate assessment strategies include:   * Examination of : * project action plan * journal/log book recording project-related * activities * project evaluation * budgeting plan * self assessment * evidence of communications * project products, for example: * book * film * video * digital slide show * exhibition * supporting statements from community members, project team * direct observation, for example: * real time activities * questioning, for example: * interviews * self-assessment * verbal questioning * third party feedback, for example: * testimonials/reports from others * interview with peer * reviews in local newspapers |

**Competency Title Develop and implement a learning plan**

**SA Code** NYSD

**Nominal Hours** 30

**Field of Education** 120105 – Learning Skills Programs

**Unit Descriptor** The focus of this unit is to enable students to plan, implement and adjust the learning process to achieve learning outcomes and begin to seek new challenges.

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of employability skills. The qualification’s employability skills summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Appendix A.

**Application of Unit** Learners will develop a personal learning plan to identify possible pathways and will monitor progress towards achieving learning goals while undertaking the unit.

Students will experiment with new learning strategies in familiar contexts and apply some strategies in less familiar contexts.

It is recommended that this unit be studied concurrently with at least one other unit of competency, to increase the efficiency and realism of the assessment process, unless used in a case management context.

| **Element** | **Performance Criteria** |
| --- | --- |
| 1. Examine learning experiences | 1.1 Identify ***barriers*** to learning and the ***factors which contribute to successful learning*** |
| 2. Develop potential pathways | 2.1 Discuss a range of options with an appropriate adviser  2.2 Access and store Information about possible options |
| 3. Clarify learning directions | 3.1 Identify ***goals*** in relation to potential pathways  3.2 ***Discuss previous experiences*** in relation to achieving identified goals  3.3 Explore learning and ***employability skill*** requirements  3.4 Identify any gaps in current skills and knowledge |
| 4. Expand learning/study/ employability skills | 4.1 Analyse ***learning strategies***  4.2 Develop learning strategies  4.3 Develop plan for attaining required skills as identified in performance criteria 3.4  4.4 Implement learning strategies to acquire skills |

| **Underpinning Skills and Knowledge** |
| --- |
| Australian Core Skills Framework indicator levels  The required outcomes described in this unit of competency relate directly to the Australian Core Skills Framework (ACSF).  ASCF learning, reading, writing and oral communication strategies at level 2 is recommended entry level to undertake this unit.  2.01 Demonstrates some awareness of learning strengths and areas of need and begins to plan and manage the learning process  2.02 Applies a limited range of learning strategies in structured and familiar contexts  2.03 Identifies and interprets relevant information and ideas within familiar contexts  2.04 Uses a number of reading strategies to identify and interpret relevant information within familiar text types  2.05 Conveys intended meaning on familiar topics for a limited range of purposes and audiences  2.06 Produces familiar text types using simple vocabulary, grammatical structures and conventions  2.07 Uses every day language to provide information or maintain a conversation in familiar spoken contexts  2.08 Listens (or signs) for relevant information in oral texts across familiar contexts.  Works independently in a supported environment |

| **Range of Variables** | |
| --- | --- |
| Includes but is not restricted to: | |
| ***factors which contributed to success:*** | * employers * program managers and teachers * employment agencies * self * family |
| ***barriers to success:*** | * current life circumstances such as physical, mental, emotional or social constraints * conflict with discourses of education * cultural differences * multiple roles and responsibilities |
| ***range of options:*** | * immediate and longer term goals * study courses for improving general education * study courses for a career pathway * mode of study:   + face to face   + online   + flexible methods   + external   + on/off job * timelines:   + employment pathway   + training * preparation for job applications |
| ***learning goals:*** | * improving reading, writing and numeracy skills for a variety of purposes, for example: * further study * employment * community participation * health and well being * support for others * new skills and knowledge * specific competencies * target qualifications * new career * career advancement |
| ***previous experiences:*** | * work experience * volunteer or recreational experience * family responsibilities * study including formal schooling or informal learning * health and other personal matters * any possible barriers to completion |
| ***employability skills:*** | * communications * problem solving * team work * initiative and enterprise * planning and organisation * self management * learning * technology |
| ***learning strategies:*** | * comprise the attitudes and behaviours that are oriented towards learning/a goal: * goal setting * designing and negotiating learning pathways * cognitive abilities, metacognition * self directed reading and research * action or project based * self-awareness * reflective practice * habits of mind, dispositions, learning styles * constructing knowledge * risk management * transferring prior knowledge and skills * mentoring and coaching * social construction/networking * experiential, experimental * work placement/observation, work shadowing, job rotation |

| **Evidence Guide** | |
| --- | --- |
| Information about possible options and pathways is to be reported on and discussed with a teacher, lecturer, adviser. | |
| ***critical aspects for assessment and evidence required to demonstrate competency in this unit:*** | * demonstrate: * effective learning strategies * new skills or improvement of existing skills * interactions to be observed or recorded on several occasions over a period of time. * in addition to integrated demonstration of the elements and their related performance criteria, have evidence that confirms: * the knowledge requirements of this unit * the skill requirements of this unit |
| ***context of assessment:*** | * a range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of: * a learning environment appropriate to the assessment task * appropriate support allowing for full participation * computer hardware and software, if appropriate |
| ***consistency of performance:*** | * this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the range statements and contexts |
| ***resource implications:*** | * assessment of performance requirements in this unit is best undertaken using resources of relevance to the learner‘s learning needs * access to real texts in context * research facilities, eg: * library * computer with internet access |
| ***guidance information for assessment:*** | * if a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate competency normally demonstrated through the spoken word, eg Auslan |

**Competency Title Develop writing skills using basic verb tenses**

**SA Code NYTC**

**Nominal Hours** 30

**Field of Education** 120103 Literacy and Numeracy Programs

**Unit Descriptor** This unit of competency is designed to provide students with base knowledge of print English grammatical structures – with this unit directed specifically at simple and continuous verb tenses.

The unit deals with the skills and knowledge related to English auxiliary verbs, as well as present and past verb aspect, tense and mood. It looks at vocabulary, spelling and word order.

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of employability skills. The qualification’s employability skills summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Appendix A.

**Application of Unit** This unit may be studied as a discreet unit of study for explicit learning of English grammar.

It may also be studied alongside units of study of particular text types, or units exploring text structures. It may also be used alongside reading units (text deconstruction and analysis) or writing units (text construction).

The unit focus is parallel with ACSF 2 Writing and ACSF 2 Reading “Grammar” performance features: Simple verb tenses.

May be adapted for use by non-Deaf learners.

Note: This unit requires additional lecturer vocational competencies in Auslan when delivered to Deaf and hard of hearing learners. Refer to 7.2

| **Element** | **Performance Criteria** |
| --- | --- |
| 1 Identify functions, aspect, tense and mood of verbs | 1.1 Verbs in English are identified  1.2 Aspect, tense and mood are discussed with examples given in both Auslan and English  1.3 Event and state uses of verbs are distinguished with examples given in both Auslan and English |
| 2 Identify functions and forms of auxiliary verbs | 2.1 Functions of auxiliary verbs in English are discussed  2.2 ***Auxiliary verb forms*** in English are identified  2.3 Auslan linguistic equivalents are discussed with comparisons made |
| 3 Identify functions and forms of present verb tenses | 3.1 Functions of ***present tense******verbs*** are identified and differentiated  3.2 Present verb tense declarative, negative, and interrogative functions are identified  3.3 ***Present verb tense******declarative, negative, and question forms*** are differentiated and constructed  3.4 Auslan linguistic equivalents are discussed with comparisons made |
| 4 Identify functions and forms of past verb tenses | 4.1 Functions of ***past verb tenses*** are identified and differentiated  4.2 ***Regular and irregular verb forms*** are identified and ***morphological modifications*** used  4.3 Past verb tense declarative, negative, and question mood functions are identified  4.4 ***Past verb tense declarative, negative, and question forms*** are differentiated and constructed  4.5 Auslan linguistic equivalents are discussed with comparisons made |
| 5 Identify functions and structures of passive verb forms | 5.1 ***Functions of passive verb structures*** are identified  5.2 Passive tense forms are and identified and constructed |

| **Underpinning Skills and Knowledge** |
| --- |
| Australian Core Skills Framework level indicators  The required outcomes described in this unit of competency relate directly to the Australian Core Skills Framework (ACSF)  ASCF writing at level 2 is recommended entry level to undertake this unit.  2.01 Demonstrates some awareness of learning strengths and areas of need and begins to plan and manage the learning process  2.02 Applies a limited range of learning strategies in structured and familiar contexts  2.03 Identifies and interprets relevant information and ideas within familiar contexts  2.04 Uses a number of reading strategies to identify and interpret relevant information within familiar text types  2.05 Conveys intended meaning on familiar topics for a limited range of purposes and audiences  2.06 Produces familiar text types using simple vocabulary, grammatical structures and conventions  3.07 Select and uses appropriate strategies to establish and maintain signed communication in familiar and some unfamiliar contexts  3.08 Derives meaning from a range of signed texts in familiar and some unfamiliar contexts |

| **Range Statement** | |
| --- | --- |
| Includes but is not restricted to: | |
| ***auxiliary verb forms:*** | * auxiliary verbs = *be, have, do* and their role in forming tenses within declarative, negative and interrogative sentences * role of *“be”* in forming the passive * not including modals at this stage |
| ***present verb tenses:*** | * specifically: * present simple * present continuous * present perfect * present perfect continuous   verb tenses |
| ***past verb tenses:*** | * specifically: * past simple * past continuous * past perfect * past perfect continuous |
| ***regular and irregular verb forms******morphological modifications:*** | * regular and irregular forms: * *“-es”* forms * *“-ed”* forms * *“-ing”* forms |
| ***functions of passive verb forms:*** | * include social facets such as: * change of formality * shift in voice of participants * use in ideological positioning by writers |

| **Evidence Guide** | |
| --- | --- |
| ***critical aspects for assessment and evidence required to demonstrate competency in this unit:*** | * it is assumed that most of the performance criteria will be included as part of the teaching/learning program. It is not envisaged that all the performance criteria be assessed individually * students will demonstrate competency when, in addition to integrated learning of the elements and their related performance criteria, they have produced evidence within their own writing of naturalistic texts that they are able to: * appropriately use auxiliary verbs “*be”, “have”* and *“do”* in declarative, negative and interrogative main clauses * appropriately use present verb tense in declarative, negative and interrogative main clauses: * including the positive infinitive forms of simple present, and modal use with verbs of perception in present simple tense * appropriately use past verb tense in declarative, negative and interrogative main clauses: * including use of simple time reference * including use of positive infinitive forms in simple past negative * not including conditional clauses * not including modals with continuous form, and * not including reporting [the past] structures * appropriately use basic passive structures. |
| ***context of and specific resources for assessment:*** | * access to: * various on-line signed texts if required * various on-line print English texts if required * library * a range of Auslan and/or English texts as appropriate to learner * a learning environment appropriate to the assessment * access to a computer and internet for information * assessment resources should consider the ACSF levels as stated above (Underpinning Skills and Knowledge) |
| ***method of assessment:*** | * assessment strategies may include: * teacher instruction * practice within communicative settings (authentic or set-up via games) * practice via book work * participation in class discussions * student/teacher dialogue * summative assessment * practical classroom exercises * questioning * short tests * signed tasks * written tasks * group or class discussions |
| ***consistency in performance:*** | * recourse to support, clarification, assistance and guidance * all assessment may be done individually, in pairs, or in groups |
| ***guidance information for assessment:*** | * all assessment may be conducted in Auslan, written English, multi-media or artistic representation * whole class, group or individual assessments as appropriate * use of a note-taker, interpreter or support worker encouraged if appropriate to student’s individual needs |

**Competency Title Engage in a spontaneous written interaction**

**SA Code** **NYTD**

**Nominal Hours** 30

**Field of Education** 120103 Literacy and Numeracy Programs

**Unit Descriptor** This unit of competency is designed to provide sign language users with base knowledge of, and skills in, print English texts.

**Employability Skills**

The required outcomes described in this unit of competency contain applicable facets of employability skills. The qualification’s employability skills summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Appendix A.

**Application of Unit** This unit is specifically for communicating with non-signers via written texts (face to face notes, or via remote electronic means). This unit of competency may be studied on its own, or alongside units of study of English grammar, or technology.

It may be contextualised for focus workplace, study or consumer situations.

Note: This unit requires additional lecturer vocational competencies in Auslan when delivered to Deaf and hard of hearing learners. Refer to 7.2

| **Element** | **Performance Criteria** |
| --- | --- |
| 1 Participate in a spontaneous written interaction | 1.1 Appropriate genre structures are identified and used  1.2 Interlocutor is identified  1.3 Vocabulary, language features and structures appropriate to the genre, purpose and context are used  1.4 Purpose and ***intention*** are recognised within the exchange  1.5 Contributions are adapted to suit audience, context, purpose and situation  1.6 ***Appropriate strategies*** are used ***to obtain information***  1.7 Key information is understood  1.8 Key sentences are written intelligibly  1.9 ***Clarification is dealt with*** successfully |

| **Underpinning Skills and Knowledge** |
| --- |
| Australian Core Skills Framework level indicators  The required outcomes described in this unit of competency relate directly to the Australian Core Skills Framework (ACSF)  ASCF writing at level 3 is recommended entry level to undertake this unit.  3.01 Plans, implements and adjusts processes as required to achieve learning outcomes and begins to seek new challenges  3.02 Experiments with new learning strategies in familiar contexts and applies some strategies in less familiar contexts  3.03 Evaluates and integrates facts and ideas to construct meaning from a range of text types  3.04 Selects and applies a range of reading strategies as appropriate to purpose and text type  3.05 Communicates relationships between ideas and information in a style appropriate to audience  3.06 Selects vocabulary, grammatical structures and conventions appropriate to text  3.07 Select and uses appropriate strategies to establish and maintain signed communication in familiar and some unfamiliar contexts  3.08 Derives meaning from a range of signed texts in familiar and some unfamiliar contexts |

| **Range Statement** | |
| --- | --- |
| Includes but is not restricted to: | |
| ***intention:*** | * may include: * to reprimand * criticise * diagnose a problem * order products * arrange services |
| ***appropriate strategies to obtain information:*** | * strategies may include: * asking questions * making requests * confirming * checking |
| ***clarification is dealt with:*** | * may include strategies such as: * paraphrasing * rephrasing * questioning * demonstrating |

| **Evidence Guide** | |
| --- | --- |
| ***critical aspects for assessment and evidence required to demonstrate competency in this unit:*** | * must show evidence of: * overall structures in keeping with the text type (such as openings, interruptions, closing) * appropriate choice of and responses to sentence types (such as using and differentiating between questions, requests and statements) * appropriate structures to convey level of politeness, formality and tone * appropriate responses to interlocutor’s comments and questions * errors must not interfere with meaning * writing must be legible |
| ***context of and specific resources for assessment:*** | * familiar and relevant context * face-to-face and spontaneous conversation in writing/ TTY/MSN messenger/NRS * known interlocutor, fluent in written English * access to:   + - * + various on-line signed texts if required         + various on-line print English texts if required         + library         + a range of Auslan and/or English texts as appropriate to learner * a learning environment appropriate to the assessment * access to a computer and internet for information * assessment resources should consider the ACSF levels as stated above (Underpinning Skills and Knowledge) |
| ***method of assessment:*** | * assessment strategies may include: * role play * teacher instruction * practice within communicative settings (authentic or set-up via games) * summative assessment * practical classroom exercises |
| ***consistency in performance:*** | * recourse to support, clarification, assistance and guidance * all assessment may be done individually, in pairs, or in groups. * time limit: 5 - 8 minutes |
| ***guidance information for assessment:*** | * all assessment may be conducted in Auslan, written English, multi-media or artistic representation   + - * + whole class, group or individual assessments as appropriate * use of a note-taker, if appropriate to student’s individual needs |

**Unit Code** VBQU146

**SA Code NYTH**

**Unit Title Engage with a range of texts of some complexity for employment purposes**

**Nominal Hours** 25

**Unit Descriptor** The focus of this unit is on interpreting a range of structurally intricate texts which are relevant to employment purposes. This unit is suitable for those in employment and those who aspire to employment.

The required outcomes described in this unit relate directly to the *National Reporting System (NRS)*, © Commonwealth of Australia and ANTA, 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level Four (Reading).

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification’s Employability Skills Summary in which this unit is included, will assist in identifying employability skill requirements. The summary is included in Appendix A.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

**Application of Unit** People seeking to improve their employment options will need to develop a range of reading skills. The unit provides the learner with the skills and knowledge necessary to interpret and analyse a range of texts of some complexity which are relevant to employment purposes. It will extend reading skills to enable interpreting texts with unfamiliar features. These skills will provide the foundation for future activities associated with interpreting, analysing and evaluating more complex texts.

Where application is as part of the Certificate in General Education for Adults, it is strongly recommended that application is integrated with the delivery and assessment of Core Skills writing unit: *VBQU150 Create routine workplace documents*. The link between reading and writing and the potential overlap between the parallel units encourages co-delivery and assessment.

It is also recommended that the application is integrated with other units.

| **Element** | **Performance Criteria** |
| --- | --- |
| Elements describe the essential outcomes of a unit of competency | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range statement.  Assessment of performance is to be consistent with the evidence guide. |
| 1 Locate structurally intricate texts relevant to a range of employment purposes | 1.1 ***Key employment and workplace documents*** are identified  1.2 Any relevant explanatory or additional information needed to interpret the document is located  1.3 ***Purpose*** of the text is confirmed  1.4 ***Features of documents*** are analysed |
| 2 Analyse content in a range of texts of some complexity for employment purposes | 2.1 ***A range of strategies*** is used to interpret the text  2.2 ***Key information*** is interpreted  2.3 Information is selected to meet purposes |
| 3 Critically evaluate a range of texts relevant to employment purposes | 3.1 ***Means used by the author to achieve the purpose of the text*** are identified  3.2 A ***range of strategies*** is applied to analyse texts  3.3 The relevance of the texts to the reader’s purpose is assessed |

| **Required Skills and Knowledge** |
| --- |
| This describes the essential skills and knowledge and their level, required for this unit   * a repertoire of reading strategies, including the ability to interpret and analyse a series of connected paragraphs * a broad knowledge of vocabulary to support comprehension * critical analysis skills * understanding that a text reflects an author’s culture, experiences and value system * verbal skills to discuss features of texts * communication skills to undertake assessment * awareness of register |

| **Range Statement** | |
| --- | --- |
| The Range Statement relates to the unit of competency as a whole. It allows for different situations that may affect performance, e.g. access to resources, regional contexts. Bold italicised wording in the Performance Criteria is detailed below. | |
| ***Key documents*** *may include* | * prose and non-prose electronic, printed, handwritten and visual texts such as: * information from government agencies, Job Networks, advertisements and application processes * human resource and employment contracts * induction materials * job specifications * OH&S materials * manufacturers' specifications * standard operating instructions * quality information * workplace plans, drawings and specifications * information from unions * workplace newsletters * newspapers |
| ***Purposes*** *of the text may include:* | * information * advice * participation |
| ***Features*** *of texts include:* | * *Text structures may include:* * clearly structured texts laid out in transparent way * a number of linked paragraphs which may include examples, opinions, facts or arguments with evidence * features of informative texts, e.g., uses impersonal tone, uses numbered outlines/dot points, technical terms, abstract nouns that condense ideas, processes and descriptions, and might follow a standard format such as statement of purpose, steps, diagrams/photographs. May include data such as statistical information * features of persuasive texts, e.g., author’s bias may be explicit or implicit, may use emotive and persuasive language, includes facts and opinions, may include supporting materials, may include opposing views on a subject and might follow a standard format such as statement of opinion, argument, summing up or recommendation*;* * features of procedural texts, e.g., sequential steps required to achieve goals. May be supported by diagrams, icons, symbols * features of narrative texts, e.g., a chronological sequence of events such as in job application * explicit navigation features, eg, headings, table of contents, site map/menus, numbered contents, dotpoints * information which summarises data formatted into a table or chart * Paragraphs/*Sentences, for example:* * simple and complex syntactic structures * *Words /phrases/abbreviations, for example:* * technical terms * vocabulary related to specific workplace environment * slang, non standard Australian English, including dialect * *Simple diagrams, for example:* * process flowchart * charts, graphs to encapsulate data * posters, e.g., OHS information * *Numerical information:* * measurements and calculations using common measuring instruments * awards/salary information e.g., hourly rate, penalty rates |
| ***A range of reading comprehension strategies*** *may include:* | * meaning-making strategies, for example: * employing a variety of strategies when interpreting text: self-corrects, re-reads, reads on, varies speed, reads aloud, creates questions, checks for accuracy of information by consulting other texts/people. * relating separate pieces of information within a text, rather than treating them as separate units of information * recognising that language relates to social contexts and when social relations change, language may also change * using a range of technical vocabulary of relevance to particular industry or workplace * recognising how supporting material is used effectively * distinguishing fact from opinion * noting cues such as particular words which indicate a new or important point is about to be made, e.g., icons, sections of texts * making notes from written texts * comparing information from different sources * de-coding strategies, for example: * using a range of word identification strategies, including: visual and phonic patterns, word derivations and meanings |
| ***Key information*** *may include:* | * job description * procedures * requirements/specifications * technical terms * instructions/operating procedures * symbols * required tasks * abbreviations * acronyms * required tools and equipment * work documents are to include hard copy and electronic. |
| ***Means used by the author to achieve the purpose of the text*** *may include:* | * choice of genre and text structure * choice of language, e.g., to create subtleties or precise meaning * use of punctuation effectively to convey a range of emotions or intentions * logically organised separate pieces of information arranged within the text |
| ***Range of strategies to analyse text*** *may include:* | * clarifying the purpose of the writer (including stated purpose and inferred purpose) * brainstorming activities to discuss features of the text such as ways in which the text reflects the author’s culture, experiences and value system * identifying key words and phrases critical to gaining meaning from the text * comparing ideas * contrasting ideas * discussion about the effectiveness of writing, e.g. * whether it meets its purpose, including inferred purpose * whether it meets the needs of the audience * how it relates to own knowledge and experience |

| **Evidence Guide** | |
| --- | --- |
| The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission | |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | * learners will be able to locate personally relevant information in structurally intricate texts, and read, interpret and evaluate texts of some complexity related to employment purposes. * evidence that texts have been accessed on at least three occasions. Each occasion must address a different text type and include evidence of a range of features which are consistent with those described in the Range Statement.   In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:   * the knowledge requirements of this unit * the skill requirements of this unit |
| **Context of and specific resources for assessment** | * Access to a range of employment and workplace documents such as: * job advertisements and related documentation * induction packs * manufacturers' technical instructions and specifications. * work plans * material safety data sheets * job procedures * safe work instructions or equivalent. * Assessment may occur in a workplace or simulated facility with work documents |
| **Guidance information for assessment** | A range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of:   * a learning environment appropriate to the assessment task * computer hardware and software, if appropriate.   Appropriate assessment strategies include:   * direct observation, recorded in teacher observation schedule, recorded in teacher observation schedule * questioning, for example: * verbal questioning * interviews * self-assessment * online responses * portfolios, for example: * collections of samples compiled by the learner * journal/log book * third party feedback, for example: * reports from other teachers or support workers * peer feedback |

**Unit Code** VBQU145

**SA Code NYTG**

**Unit Title Engage with a range of texts of some complexity for learning purposes**

**Nominal Hours** 25

**Unit Descriptor** The focus of this unit is on interpreting a range of structurally intricate texts which are relevant to learning purposes.

The required outcomes described in this unit relate directly to the *National Reporting System (NRS)*, © Commonwealth of Australia and ANTA, 1994-1995. They contribute directly to the achievement of NRS indicators of competence at Level Four (Reading).

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification’s Employability Skills Summary in which this unit is included, will assist in identifying employability skill requirements. The summary is included in Appendix A.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

**Application of Unit** People seeking to improve their further educational participation options will need to develop a range of reading skills. The unit provides the learner with the skills and knowledge necessary to interpret and analyse a range of texts of some complexity which are relevant to further learning purposes. It will extend reading skills to enable interpreting texts with unfamiliar features. These skills will provide the foundation for future activities associated with interpreting, analysing and evaluating more complex texts.

Where application is as part of the Certificate in General Education for Adults, it is strongly recommended that application is integrated with the delivery and assessment of Core Skills writing unit: *VBQU149 Create texts of some complexity for learning purposes*. The link between reading and writing and the potential overlap between the parallel units encourages co-delivery and assessment.

It is also recommended that the application is integrated with other units.

| **Element** | **Performance Criteria** |
| --- | --- |
| Elements describe the essential outcomes of a unit of competency | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range statement.  Assessment of performance is to be consistent with the evidence guide. |
| 1 Locate structurally intricate texts relevant to a range of learning purposes | 1.1 A ***range of structurally intricate texts*** is sampled  1.2 ***Features of texts*** are defined  1.3 ***Purpose*** of the text is confirmed  1.4 Texts relevant to learning purposes is selected |
| 2 Analyse content in a range of texts of some complexity for learning purposes | 2.1 **A *range of strategies*** is used to interpret the text  2.2 Main ideas in texts are summarised  2.3 Supporting materials are evaluated |
| 3 Critically evaluate a range of texts relevant to own learning purposes | 3.1 ***Means used by the author to achieve the purpose of the text*** are identified  3.2 A ***range of strategies*** is applied to analyse texts  3.3 The relevance of the texts to the reader’s purpose is assessed |

| **Required Skills and Knowledge** |
| --- |
| This describes the essential skills and knowledge and their level, required for this unit   * a repertoire of reading strategies, including the ability to interpret and analyse a series of connected paragraphs * a broad knowledge of vocabulary to support comprehension * critical analysis skills * understanding that a text reflects an author’s culture, experiences and value system * verbal skills to discuss features of texts * communication skills to undertake assessment * awareness of register |

| **Range Statement** | |
| --- | --- |
| The Range Statement relates to the unit of competency as a whole. It allows for different situations that may affect performance, e.g. access to resources, regional contexts. Bold italicised wording in the Performance Criteria is detailed below. | |
| *A* ***range of structurally intricate texts*** *may include:* | * prose and non-prose electronic, printed, handwritten and visual texts such as: * instructional materials, e.g., text books, research material on the internet, weblogs * classroom based learning materials, resources, notes taken from the blackboard (whiteboard), notes taken from a variety of sources * procedural manuals/learner guides, work books * information about future courses available on-line, VTAC guide * newspaper articles, reports, including technical information * informal and formal email or hand written messages about matters related to learning, e.g. information about an assignment from a fellow class member or the teacher * notes taken from verbal instructions e.g. how to complete a task * individual learning plans, portfolios, diary entries related to study plans, task lists * diagrams |
| ***Features*** *of texts include:* | * *Text structures may include:* * clearly structured texts which use a variety of sentence structures * a number of linked paragraphs which may contain examples, opinions, facts or arguments with evidence * features of instructional texts, e.g., use of headings and subheadings to organise the text; format that typically includes a statement of learning goal, materials needed or other requirements, sequential steps required to achieve goals; and icons to provide guidance to the learner as to what is required * features of informative texts, e.g., uses impersonal tone, uses headings, author’s views are expressed as facts, might include abstract nouns that condense ideas, processes and descriptions, and might follow a standard format such as general statement, factual description, conclusion * features of persuasive texts, e.g., uses emotive and persuasive language, includes facts and opinions, author’s bias may be explicit or implicit, may include supporting materials, may include opposing views on a subject and might follow a standard format such as statement of opinion, * argument, summing up or recommendation * features of narrative texts, e.g., a chronological sequence of events, use of descriptive language, variations in author’s voice * explicit navigation features, eg, headings, table of contents, site map/menus, numbered contents, dotpoints * information which summarises data formatted into a table or chart * *Sentences, for example:* * simple and complex syntactic structures * *Words/phrases/abbreviations, for example:* * vocabulary associated with personally relevant education activities * slang, non standard Australian English including dialect * technical terms linked to learning goals/subject areas * abbreviations associated with further education, e.g., TAFE, VET, VTE, VCE, HE * *Visual information* * information and activities presented visually in industry toolbox * posters of careers information * cartoons, photos, film documentaries |
| ***Purposes*** *of texts may be* | * knowledge, e.g., scientfic, environmental, historical * advice, e.g., about career pathways, further education pathways * skills development, e.g., scientfic method, conducting a process, technique |
| *A* ***range of reading comprehension strategies*** *may include:* | * meaning-making strategies, for example: * relating separate pieces of information within a text, rather than treating them as separate units of information * using knowledge of principal conventions of texts to assist with constructing meaning from a range of text types * recognising that language relates to social contexts and when social relations change, language may also change * employing a variety of strategies when interpreting text: self-corrects, re-reads, reads on, varies speed, reads aloud, creates questions, checks for accuracy of information by consulting other texts/people * recognising how supporting material is used effectively * distinguishing fact from opinion * noting cues such as particular words which indicate a new or important point is about to be made * making notes from written texts of personal relevance * comparing information from different sources * de-coding strategies, for example: * using a range of word identification strategies, including: visual and phonic patterns, word derivations and meanings * recognising ways in which punctuation conveys a range of emotions or intentions |
| ***Means used by the author to achieve the purpose of the text*** *may include:* | * choice of genre and text structure * choice of language, e.g., to create subtleties or precise meaning * use of punctuation effectively to convey a range of emotions or intentions * logically organised separate pieces of information arranged within the text |
| ***Range of strategies to analyse text*** *may include:* | * analysis may involve identifying: * misleading information * underlying values * subtle nuances * evidence to support judgements * clarifying the purpose of the writer (including stated purpose and inferred purpose) * brainstorming activities to discuss features of the text such as ways in which the text reflects the author’s culture, experiences and value system * identifying key words and phrases critical to gaining meaning from the text * comparing similar texts of personal relevance in terms of language used or text structure * discussion of writer’s voice * comparing ideas * contrasting ideas * discussion about the effectiveness of writing, e.g. * whether it meets its purpose, including inferred purpose * whether it meets the needs of the audience * how it relates to own knowledge and experience |

| **Evidence Guide** | |
| --- | --- |
| The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission | |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | * learners will be able to locate personally relevant information in structurally intricate texts, and read, interpret and evaluate texts of some complexity related to learning purposes. * evidence that texts have been accessed on at least three occasions. Each occasion must address a different text type and include evidence of a range of features which are consistent with those described in the Range Statement. Prose texts at this level typically contain a number of linked paragraphs.   In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:   * the knowledge requirements of this unit   the skill requirements of this unit |
| **Context of and specific resources for assessment** | * assessment of performance requirements in this unit is best undertaken using resources of relevance to the learner‘s learning needs * access to real texts in context * research facilities, e.g., library, computer with internet access |
| **Guidance information for assessment** | A range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of:   * a learning environment appropriate to the assessment task * appropriate support allowing for full participation * computer hardware and software, if appropriate.   Appropriate assessment strategies include:   * direct observation, recorded in teacher observation schedule, recorded in teacher observation schedule * questioning, for example: * verbal questioning * interviews * self-assessment * online responses * portfolios, for example: * collections of samples compiled by the learner * journal/log book * third party feedback, for example: * reports from other teachers or support workers * peer feedback |

**Unit Code** VBQU178

**SA Code NYTZ**

**Unit Title Explore continuity of life**

**Unit Descriptor** The focus of this unit is on developing the skills and knowledge to investigate the conditions and the processes required for life and its continuation. This includes developing the skills and knowledge to perform simple scientific investigations.

**Nominal Hours** 20

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification’s Employability Skills Summary, in which this unit is included, will assist in identifying employability skill requirements. The summary is included in Appendix A.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

**Application of Unit** People seeking to improve their educational and vocational participation options in the science field will need to acquire a range of skills and knowledge, including science concepts from a range of branches of science. The unit provides the learner with the skills and knowledge necessary to apply scientific knowledge relating to community life and to interpret every day life and the environment from a scientific perspective.

It is also recommended that the application is integrated with other units.

Where activities involve working with laboratory or equivalent facilities, the unit BSBCMN106A Follow workplace safety procedures is a co-requisite.

| **Element** | **Performance Criteria** |
| --- | --- |
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement.  Assessment of performance is to be consistent with the evidence guide. |
| 1 Identify the conditions and the processes required for life and its continuation and how these impact on living | 1.1 ***Conditions required to allow living things to survive*** are described things  1.2 ***Relationships between living things*** that help survival are discussed  1.3 ***Characteristics of living things that allow the continuation of life*** are noted |
| 2 Examine current scientific thinking on the processes required for life and its continuation | 2.1 A personally relevant context where issues about the continuity of life have impacted on the learner’s life is noted  2.2 ***Scientific bases*** of processes required for life and its continuation are investigated |
| 3 Investigate the conditions and processes required for the continuation of life | 3.1 ***Simple experiments***/investigations are ***performed*** safely  3.2 Findings of the investigation are ***presented*** using ***appropriate scientific terminology*** |

| **Required Skills and Knowledge** |
| --- |
| This describes the essential skills and knowledge and their level, for this unit.   * can identify the main idea and key information and supporting information in a text * communication skills to undertake assessment * can make connections between own knowledge and experience and the purpose of texts * beginning ability to analyse texts * can draw on a range of de-coding and meaning-making strategies * ability to use basic structural conventions of text:   + - * + chronological sequencing of events         + identification followed by description. |

| **Range Statement** | |
| --- | --- |
| The Range Statement relates to the unit of competency as a whole. It allows for different situations that may affect performance, e.g. access to resources; regional contexts. Bold italicised wording in the Performance Criteria is detailed below. | |
| *Describing the* ***conditions required to allow living things to survive*** *may include* | * identifying the conditions or factors of habitats that help living things to survive * identifying abiotic factors (weather conditions, availability of water) that help living things to survive * identifying biotic factors (predators, availability of food, competitors, disease) that help living things to survive * temperature, solar radiation, water, atmosphere, oxygen, nitrogen, carbon dioxide, soil, minerals |
| *Describing the* ***relationships between living things that help survival*** *may include:* | * drawing simple food chains * relating feeding relationships to survival * relating survival of animals and plants to their dependence on each other * identifying interdependent relationships within a group of living things |
| *Noting the* ***characteristics of living things that allow the continuation of life*** *may include:* | * listing human characteristics that are inherited and list some that are not inherited * investigating the process of breeding pedigree dogs using diagrams to display information * identifying common genetically determined features (phenotypes) among the class members * identifying how diseases can affect the continuation of life * nutrients needed by living things in order to survive * reproductive parts including ovary, flower |
| *Investigations of* ***scientific bases*** *could include:* | * describing how fossils are used to understand past life * reproduction and its role in plants and animals * diagrams and related text to show the processes of * reproduction in a flowering plant or in a placental mammal. * a model fossil for display, include a description of the process of fossil development and what a fossil represents * preparing a family tree using appropriate symbols and terminology * investigating life in a puddle * looking at decomposers |
| ***Simple experiments/ investigations*** *involve:* | * following instructions * performing under supervision * could be individual or team based * following OHS requirements |
| ***Findings*** *may involve:* | * using every day language and some scientific language to talk, write or present informal or formal reports about science and society * organising and presenting information diagrammatically or pictorially * identifying or commenting on conclusions in the information. |
| ***Appropriate scientific terminology*** *can include:* | * language of lab report, e.g. aim, method, observations and result, discussion and conclusion * terminology such as: living, non-living, dead, recycle, reproduce, inherit, evolve, habitat, ecosystem, fossil, producer, consumer, decomposer, food web, pollution, environment, biological control, diversity |

| **Evidence Guide** | |
| --- | --- |
| The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission. | |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | * the learner can use appropriate scientific terminology to identify the conditions and the processes required for life and its continuation and how these impact on living things * the learner can conduct simple investigations and experiments and present the outcomes * competency is demonstrated on a minimum of three occasions using any of the assessment methods outlined below   In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:   * the knowledge requirements of this unit * the skill requirements of this unit |
| **Context of and specific resources for assessment** | * access to computers and the internet where appropriate * access to a local library * laboratory facilities or adequate equivalent facilities such as a kitchen where water, heat source and proper ventilation are available where appropriate for the activities |
| **Guidance information for assessment** | A range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of:   * a learning environment appropriate to the assessment task * appropriate support allowing for full participation * computer hardware and software, if appropriate. * relevant written resources and materials (e.g. explanatory notes, texts, selected extracts, WWW access, etc) * support from mentor/teacher and advice/modelling should be readily available and recourse to first/other language is acceptable.   Appropriate assessment strategies include:   * direct observation of real time activities and activities in a simulated environment, recorded in teacher observation schedule * questioning, for example:   + - * + verbal questioning (verbal descriptions, every day language and gestures may be used for explanations, answers and interpretations)         + interviews         + online responses         + self-assessment         + written questioning * portfolios, for example:   + - * + collections of samples compiled by the candidate         + product with supporting documentation         + self-assessment sheets         + journal/log book/reflections         + diagrams, models, pictures created by the learner * written reports of investigations or problem-solving activities * third party feedback, for example:   + - * + reports from other teachers or support workers |

**Unit Code** VBQU177

**SA Code** **NYTY**

**Unit Title Explore Earth in space**

**Unit Descriptor** The focus of this unit is on developing the skills and knowledge to investigate our place in the universe. This includes developing the skills and knowledge to perform simple scientific investigations.

**Nominal Hours** 20

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification’s Employability Skills Summary, in which this unit is included, will assist in identifying employability skill requirements. The summary is included in Appendix A.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

**Application of Unit** People seeking to improve their educational and vocational participation options in the science field will need to acquire a range of skills and knowledge, including science concepts from a range of branches of science. The unit provides the learner with the skills and knowledge necessary to apply scientific knowledge relating to community life and to interpret every day life and the environment from a scientific perspective.

It is also recommended that the application is integrated with other units.

Where activities involve working with laboratory or equivalent facilities, the unit *BSBCMN106A Follow workplace safety procedures* is a co-requisite.

| **Element** | **Performance Criteria** |
| --- | --- |
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement.  Assessment of performance is to be consistent with the evidence guide. |
| 1 Identify and describe our locality in the universe | 1.1 The ***characteristics of our Solar System*** are outlined  1.2 The ***effect of the positions of the Sun, Earth and Moon*** on natural phenomenon is modelled and described. |
| 2 Examine scientific thinking on the uniqueness of living and non living environments of Earth. | 2.1 The ***characteristics*** and unique nature of our ***Earth*** are identified and recorded  2.2 The existence of life on Earth and whether life may exist elsewhere in our Solar System is explored. |
| 3 Undertake simple investigations | 3.1 ***Simple experiments/investigations*** are performed safely  3.2 Findings are ***presented*** using ***appropriate scientific terminology*** |

| **Required Skills and Knowledge** |
| --- |
| This describes the essential skills and knowledge and their level, for this unit.   * can identify the main idea and key information and supporting information in a text * communication skills to undertake assessment * can make connections between own knowledge and experience and the purpose of texts * beginning ability to analyse texts * can draw on a range of de-coding and meaning-making strategies * ability to use basic structural conventions of text: * chronological sequencing of events * identification followed by description |

| **Range Statement** | |
| --- | --- |
| The Range Statement relates to the unit of competency as a whole. It allows for different situations that may affect performance, e.g. access to resources; regional contexts. Bold italicised wording in the Performance Criteria is detailed below. | |
| ***Characteristics of our Solar System*** *may include:* | * naming and describing the planets in our solar system and giving their order in relation to the sun * moon and planets * Asteroid and Kuiper belts |
| ***Effects of the positions of the Sun, Earth and Moon*** *may include:* | * differentiating between rotating and revolving * why Earth has seasons * Seasons can depend on cultural background and physical environment (eg summer, winter, spring, autumn, wet/dry, monsoonal) include Aboriginal identification of seasons based on flowering plants and animal abundance * describing day and night on earth and the process of time including time pieces and calendars to measure and record time |
| ***Characteristics of Earth*** *may include* | * the earth’s surface and its atmosphere * axis and its tilt * orbit, rotation * Luna, the Earth’s moon * biosphere, atmosphere * ocean, continents, islands, coral atolls, mountains * liquid water and ice combinations |
| ***Simple experiments*** *may involve:* | * following instructions * performing under supervision * individual or team based work * following OHS requirements |
| ***Investigations*** *could include:* | * making a scale model of the solar system * study of time pieces including water clocks, sand clocks, candle clocks, pendulum clocks, watches, calendars * model or role play of the relative actions of the earth sun and moon * making a sundial * investigating features of the atmosphere by describing an imaginary trip in a weather balloon * model eclipses * investigating the formation and activity of volcanoes * investigating whether the length of daylight in winter is the same for different places in Australia * preparing a timeline of the history of ideas about earth’s place in the solar system and universe * describing different methods for keeping track of time through human history * comparing the description and importance of the seasons by indigenous Australians and non-indigenous Australians |
| ***Findings*** *may be presented:* | * using every day language and some scientific language to talk, write or present informal or formal reports about science and society * organising and presenting information diagrammatically or pictorially or photographically * identifying or commenting on conclusions in the information. |
| ***Appropriate scientific terminology*** *can include:* | * language of lab report -aim, method, observations and result, discussion and conclusion or appropriate equivalent * vocabulary such as day, year, seasons, solar system, planet, satellite, moon, gaseous, terrestrial, orbit, rotation; revolution, ocean, continents, islands, coral atolls, mountains, biosphere, atmosphere. |

| **Evidence Guide** | |
| --- | --- |
| The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission. | |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | * the learner can use appropriate scientific terminology to identify our place in the universe * the learner can conduct simple investigations and experiments and present the outcomes. * competency is demonstrated on a minimum of three occasions using any of the assessment methods outlined below.   In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:   * the knowledge requirements of this unit * the skill requirements of this unit |
| **Context of and specific resources for assessment** | * access to computers and the internet where appropriate * access to a local library * laboratory facilities or adequate equivalent facilities such as a kitchen where water, heat source and proper ventilation are available where appropriate for the activities |
| **Guidance information for assessment** | A range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of:   * a learning environment appropriate to the assessment task * appropriate support allowing for full participation * computer hardware and software, if appropriate. * relevant written resources and materials (eg explanatory notes, texts, selected extracts, WWW access, etc) * support from mentor/teacher and advice/modelling should be readily available and recourse to first/other language is acceptable.   Appropriate assessment strategies include   * direct observation of real time activities and activities in a simulated environment, recorded in teacher observation schedule * questioning, for example: * verbal questioning (verbal descriptions, every day language and gestures may be used for explanations, answers and interpretations) * interviews * online responses * self-assessment * written questioning * portfolios, for example: * collections of samples compiled by the candidate * product with supporting documentation * self-assessment sheets * journal/log book/reflections * diagrams, models, pictures created by the learner * written reports of investigations or problem-solving activities * third party feedback, for example: * reports from other teachers or support workers |

**Unit Code** VBQU175

**SA Code NYTX**

**Unit Title Explore energy and matter**

**Nominal Hours** 20

**Unit Descriptor** The focus of this unit is on developing the skills and knowledge to investigate relationships and factors that affect the physical behaviour of solids, liquids and gases. This includes developing the skills and knowledge to perform simple scientific investigations.

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification’s Employability Skills Summary, in which this unit is included, will assist in identifying employability skill requirements. The summary is included in Appendix A.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

**Application of Unit** People seeking to improve their educational and vocational participation options in the science field will need to acquire a range of skills and knowledge, including science concepts from a range of branches of science. The unit provides the learner with the skills and knowledge necessary to apply scientific knowledge relating to community life and to interpret every day life and the environment from a scientific perspective.

It is also recommended that the application is integrated with other units.

| **Element** | **Performance Criteria** |
| --- | --- |
| Elements describe the essential outcomes of a unit of competency | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range statement.  Assessment of performance is to be consistent with the evidence guide. |
| 1 Identify factors that affect the physical behaviour of solids, liquids and gases | 1.1 A ***limited range of forms of energy*** are recognised and measured  1.2 ***Simple devices*** that transfer or transform energy are designed, described or built  1.3 The movement of energy through different materials is described |
| 2 Examine the nature of matter and characteristics of its behaviour | 2.1 A personally relevant context where ***physical processes have impacted on their life*** is identified  2.2 ***Scientific basis of the physical behaviour of solids, liquids and gases*** is investigated |
| 3. Undertake simple investigations on the behaviour of energy and matter | 3.1 ***Simple experiments***/investigations are ***performed*** safely  3.2 Findings of the investigation are ***presented*** using ***appropriate scientific terminology*** |

| **Required Skills and Knowledge** |
| --- |
| This describes the essential skills and knowledge and their level, required for this unit |
| * can identify the main idea and key information and supporting information in a text * communication skills to undertake assessment * can make connections between own knowledge and experience and the purpose of texts * beginning ability to analyse texts * can draw on a range of de-coding and meaning-making strategies * ability to use basic structural conventions of text: * chronological sequencing of events * identification followed by description |

| **Range Statement** | |
| --- | --- |
| The Range Statement relates to the unit of competency as a whole. It allows for different situations that may affect performance, e.g. access to resources, regional contexts. Bold italicised wording in the Performance Criteria is detailed below. | |
| *A* ***limited range of forms of energy*** *may include:* | * those used in every day life such as heat, light, sound, electricity or motion |
| ***Simple devices that could be designed, described or built*** *may include****:*** | * tracing the path of energy changes when making a cup of tea * investigating friction by measuring and comparing the different times taken by a toy car to roll down first a smooth slope, and then a rough slope * investigating the forces that act on an object as it moves through the air and design a parachute and paper plane that harness these forces * describing lightning, include why it can be dangerous and some safe practices during thunder storms * preparing a poster display describing a wind farm and energy changes and transfers * building a working torch that can be switched on and off * using simple materials to make a musical instrument that produces at least two sounds and describe the principles involved |
| ***Physical processes which may have impacted on their life*** *may include:* | * investigating the most economic way to prepare a cup of tea/coffee i.e. electric kettle, saucepan/kettle on gas stove or electric stove * explaining why you do not fall through a chair when you sit |
| ***Investigating the scientific basis of the physical behaviour of solids, liquids and gases*** *may include:* | * investigating how we gain energy from wind, sun, water, geothermal, nuclear, fossil fuel * investigating behaviour of matter such as air, water, wood, metal, glass, paper etc. under similar conditions (e.g. when heated, when hit or when contained) * considering physical or mechanical forces, attraction and repulsion; static electricity, gravity and how things fall * investigating sound energy |
| ***Simple experiments/ investigations*** *involve:* | * following instructions * performing under supervision * individual or team based work * following OHS requirements |
| ***Findings*** *may be presented:* | * using every day language and some scientific language to * talk, write or present informal or formal reports about science and society * organising and presenting information diagrammatically or pictorially or photographically * identifying or commenting on conclusions in the information. |
| ***Appropriate scientific terminology*** *can include:* | * language of lab report, e.g., aim, method, observations and result, discussion and conclusion * vocabulary, such as energy, motion, heat, states of matter, hard, soft, malleable, conduct, insulate, steam, ice, boil, freeze, vapourise, atoms, bonds. |

| **Evidence Guide** | |
| --- | --- |
| The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission | |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | * The learner can use appropriate scientific terminology to identify relationships and factors that affect the physical behaviour of solids, liquids and gases for use in every day life * the learner can conduct simple investigations and experiments and present the outcomes * competency is demonstrated on a minimum of three occasions using any of the assessment methods outlined below   In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:   * the knowledge requirements of this unit * the skill requirements of this unit |
| **Context of and specific resources for assessment** | * access to computers and the internet where appropriate * access to a local library * laboratory facilities or adequate equivalent facilities such as a kitchen where water, heat source and proper ventilation are available where appropriate for the activities |
| **Guidance information for assessment** | A range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of:   * a learning environment appropriate to the assessment task * appropriate support allowing for full participation * computer hardware and software, if appropriate. * relevant written resources and materials (e.g. explanatory notes, texts, selected extracts, WWW access, etc.) * support from mentor/teacher and advice/modelling should be readily available and recourse to first/other language is acceptable   Appropriate assessment strategies include   * direct observation of real time activities and activities in a simulated environment, recorded in teacher observation schedule * questioning, for example: * verbal questioning (verbal descriptions, every day language and gestures may be used for explanations, answers and interpretation) * interviews * online responses * self-assessment * written questioning * portfolios, for example: * collections of samples compiled by the candidate * product with supporting documentation * self-assessment sheets * journal/log book/reflections * diagrams, models, pictures created by the learner * written reports of investigations or problem-solving activities * third party feedback, for example: * reports from other teachers or support workers |

**Unit Code** VBQU173

**SA Code NYTT**

**Unit Title Explore health and well being**

**Unit Descriptor** The focus of this unit is on developing the skills and knowledge to investigate and report on the functions of the human body and how these relate to health and well being. This includes developing the skills and knowledge to perform simple scientific investigations.

**Nominal Hours** 20

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification’s Employability Skills Summary, in which this unit is included, will assist in identifying employability skill requirements. The summary is included in Appendix A.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

**Application of Unit** People seeking to improve their educational and vocational participation options in the science field will need to acquire a range of skills and knowledge. The unit provides the learner with the skills and knowledge necessary to apply scientific knowledge relating to human health and wellbeing and to interpret every day life and environment from a scientific perspective.

Where activities involve working with laboratory or equivalent facilities, the unit *BSBCMN106A Follow workplace safety procedures* is a co-requisite.

| **Element** | **Performance Criteria** |
| --- | --- |
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement.  Assessment of performance is to be consistent with the evidence guide. |
| 1 Identify the main functions and requirements of the human body | 1.1 The main ***systems*** of the body are listed using ***appropriate terminology***.  1.2 The key ***functions of each system*** are outlined.  1.3 The key ***structural features*** and ***functions*** of one of the body systems are described using ***appropriate terminology.*** |
| 2 Investigate the factors that impact on maintaining health and wellbeing | 2.1 ***Signs of a healthy body*** are identified  2.2 ***Signs of ill health*** are described  2.3 ***Physical and psychological factors*** are reported  2.4 ***Simple experiments*/*investigations*** are ***performed*** safely  2.5 Results are ***reported*** |
| 3 Examine a current issue related to health and well being in the community | 3.1 ***Current issue*** is identified and investigated  3.2 Findings of the investigation are ***presented*** using ***appropriate scientific terminology*** |

| **Required Skills and Knowledge** |
| --- |
| This describes the essential skills and knowledge and their level, required to be able to undertake this unit.   * can identify the main idea and key information and supporting information in a text * communication skills to undertake assessment * can make connections between own knowledge and experience and the purpose of texts * beginning ability to analyse texts * can draw on a range of de-coding and meaning-making strategies * ability to use basic structural conventions of text: * chronological sequencing of events * identification followed by description |

| **Range Statement** | |
| --- | --- |
| The Range Statement relates to the unit of competency as a whole. It allows for different situations that may affect performance, e.g. access to resources; regional contexts. Bold italicised wording in the Performance Criteria is detailed below. | |
| ***Systems*** *could include:* | * the eleven main body systems such as the circulatory, respiratory, digestive, skeletal, urinary, nervous, muscular reproductive, endocrine, immune (lymph) and integumentary (skin) * individual groupings such as the five senses |
| ***Functions of each system include, for example:*** | * circulatory –transport nutrients to and waste products away from each cell * skeletal- to support the body and bone marrow supplies blood and lymph cells |
| ***Structural features*** *may include:* | * at least one of the body systems * the main structural features such as organs |
| ***Appropriate terminology*** *may include:* | * digestion, food groups, carbohydrates, protein, oils, vitamins, minerals, nutrients, carcinogens, additives * cellular level: living things composed of cells * tissue level: cells organized into tissues; skin, lining of digestive and reproductive tract; blood as oxygen and nutrient carrier , adipose tissue * organ and system level: heart, lungs, pulse rate, blood pressure, skin colour and texture, body odour, teeth, smell, hearing, taste, nails, appetite, thirst * organism level: healthy food pyramid; variety of food sources and diets; stress and distress; housing, shelter; exercise; hygiene, clean environment; energy needs of the living body (especially sugars and fats) to maintain adequate health |
| ***Signs of a healthy body*** *may include:* | * pulse rate, weight, height, skin tone, mental alertness, energy levels, fitness |
| ***Signs of ill health*** *may include:* | * pain, organ dysfunction, fever, lethargy, skin tone, rashes, lack of energy, mood swings, inability to focus |
| ***Physical factors*** *may include:* | * an aspect of the human body, from the cellular level, tissue level, organ or system level or the organism level. * bone marrow and its role in a healthy and/ or non healthy body (e.g. cancer) * the pulse and factors that influence pulse rate * knowledge of nutrient quality of foods available * access to assistance through specialists and/or agencies * environmental factors such as sunlight, length of day, allergens, * life situations e.g. housing, hygiene, facilities |
| ***Psychological factors*** *may include* | * attitude, fears, anxiety, anger management, emotional responses * key structure and function of the brain * biological rhythms: sleep, drugs, consciousness * memory, cognition, perception, sensation, emotions, stress, coping mechanisms, motivation, temperaments, traits * conditioning, sensitization, hypnosis, humanism * impact of illness on self image |
| ***Reporting of results*** *may include:* | * laboratory report format, using appropriate headings and language (eg aim, method, results, discussion and conclusion) * diagrammatic eg a labelled diagram showing the functions of the heart |
| ***Current issues*** *may include:* | * the different types of human diets, including their impact on characteristics such as blood pressure, weight, energy levels, teeth * the function of the blood bank, including processes, uses for blood and parts of blood, social and religious issues raised in the use of blood * the importance of the pulse in western medicine, alternative medicine, eastern medicine * sun sense and skin cancer * GM food |
| ***Presentation of findings*** *may involve:* | * using every day language and some scientific language to talk, write or present informal or formal reports about health and well being * organising and presenting information diagrammatically or pictorially * identifying or commenting on conclusions in the information * posters * oral presentation |

| **Evidence Guide** | |
| --- | --- |
| The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission. | |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | * learners can use appropriate scientific terminology to identify the features of a healthy body and the factors that impact on health * learners can conduct simple investigations and experiments and present the outcomes * competency is demonstrated on a minimum of three occasions using any of the assessment methods outlined below   In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:   * the knowledge requirements of this unit * the skill requirements of this unit |
| **Context of and specific resources for assessment** | * access to computers and the internet where relevant * access to a local library * laboratory facilities or adequate equivalent facilities such as a kitchen where water, heat source and proper ventilation are available |
| **Guidance information for assessment** | A range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of:   * a learning environment appropriate to the assessment task * appropriate support allowing for full participation * computer hardware and software, if appropriate. * relevant written resources and materials (eg explanatory notes, texts, selected extracts, WWW access, etc.) * support from mentor/teacher and advice/modelling * should be readily available and recourse to first/other language is acceptable   Appropriate assessment strategies include:   * direct observation of real time activities and activities in a simulated environment, recorded in teacher observation schedule * questioning, for example: * verbal questioning (verbal descriptions, every day language and gestures may be used for explanations, answers and interpretations) * interviews * online responses * self-assessment * written questioning * portfolios, for example: * collections of samples compiled by the candidate * product with supporting documentation * self-assessment sheets * journal/log book/reflections * diagrams, models, pictures created by the learner * written reports of investigations or problem-solving activities * third party feedback, for example: * reports from other teachers or support workers |

**Unit Code** VBQU172

**SA Code NYTS**

**Unit Title Explore science in the community**

**Nominal Hours** 40

**Unit Descriptor** The focus of this unit is on developing the skills and knowledge to investigate a current scientific issue, and an area where science research or development has impacted on the community and people’s personal lives.

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification’s Employability Skills Summary, in which this unit is included, will assist in identifying employability skill requirements. The summary is included in Appendix A.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

**Application of Unit** People seeking to improve their educational and vocational participation options in the science field will need to acquire a range of skills and knowledge. This unit provides the learner with the skills and knowledge necessary to investigate the impact of scientific knowledge on the community and to identify science-based issues arising in their personal lives.

It is also recommended that the application is integrated with other units.

Where activities involve working with laboratory or equivalent facilities, the unit *BSBCMN106A Follow workplace safety procedures* is a co-requisite.

| **Element** | **Performance Criteria** |
| --- | --- |
| Elements describe the essential outcomes of a unit of competency | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range statement.  Assessment of performance is to be consistent with the evidence guide. |
| 1 Identify the relationship between science and the community | 1.1 The contribution of an ***area of scientific research or development*** to own personal experience is discussed  1.2 The contribution of an area of scientific research or development to the community is noted |
| 2 Investigate a current scientific issue | 2.1 An ***issue of interest*** is identified  2.2 The ***scientific basis*** of the issue is clarified  2.3 The issue is ***examined***  2.4 Findings of the investigation are ***presented*** using ***appropriate scientific terminology***  2.5 ***Consequences*** of the issue are outlined |
| 3. Describe the influence of changes in scientific knowledge on practices | 3.1 A situation where scientific research or development have changed ***practices*** is identified  3.2 The scientific nature is clarified and the changes are clarified  3.3 Consequences of the changes are discussed using ***appropriate scientific terminology*** |

| **Required Skills and Knowledge** |
| --- |
| This describes the essential skills and knowledge and their level, required for this unit |
| * can identify the main idea and key information and supporting information in a text * communication skills to undertake assessment * can make connections between own knowledge and experience and the purpose of texts * ability to analyse simple texts * can draw on a range of de-coding and meaning-making strategies |

| **Range Statement** | |
| --- | --- |
| The Range Statement relates to the unit of competency as a whole. It allows for different situations that may affect performance, e.g. access to resources, regional contexts. Bold italicised wording in the Performance Criteria is detailed below. | |
| ***Areas of scientific research or development*** *may include:* | * an area that has a scientific basis which has generated new knowledge. These may include: * environmental, e.g. sewerage systems in rural communities, strategies for environmentally sound recycling of organic wastes from farms, traffic/pollution management in large cities * industrial e.g. lifting practices to promote safety, length of work without a break * personal, e.g. health, such as improvements in asthma treatment or hygiene practices in the home and work place, sport * principles of science, e.g. conservation, achievement of equilibrium/balance, transfer and transformation of energy, levers/inclined plane applied to simple machines/ toys. * applications of science, e.g. * technology such as telephone, electric light, new water saving shower heads, calculators, * substance such as drugs (insulin, Ventolin, antibiotics, morphine) catalysts in industry * processes such as plumbing in our communities (or for grey water), producing alcohol like ginger beer, water purification, waste management |
| ***An issue of interest*** *may be:* | * a scientific interest that has affected an outcome(s) at a personal, community or society level such as: * genetic engineering * space program * drug testing on animals and/or humans * the latest transplant technologies * knowledge of force and lifting resulting in machines for lifting humans and objects * medicine and the germ theory of disease leading to hygiene practices * stem cell research * impact of diet on overall health and well being * renewable energy sources * impact of fossil fuels |
| *The* ***scientific basis*** *may include:* | * an area of science, e.g. physics, astronomy, chemistry, biochemistry, virology, biology, archaeology, environment, geology and meteorology * combination of areas of science in an application e.g. biological and psychological understanding applied the care to animals in captivity (e.g. zoo or parks) |
| *Issues could be* ***examined*** *by:* | * observation * collection of data or evidence * identifying the hypothesis behind the issue and testing undertaken * an outline of the scientific research linking the issue’s history with current development * describing the impact on self, community or society |
| *Findings may be* ***presented*** *by****:*** | using every day language and some scientific language to talk, write or present informal or formal reports about science and society e.g.:   * poster * organising and presenting information diagrammatically, graphically or pictorially * photographic record of activities and results * role play * oral presentation * identifying or commenting on conclusions in the information. |
| ***Appropriate scientific terminology*** *may include:* | * the area of science that is involved and an understanding of the specific appropriate terms. * language associated with the scientific method such as evidence, observe, aim, hypothesis, results, conclusions, recommendations, field or activity report, laboratory report * appropriate terms, such as cells, atomic, nuclear, solar heredity, genetic, energy, ergonomic. |
| ***Consequences*** *may include:* | * physical and/or psychological benefits or damages * changes in lifestyle * financial gains/costs for individuals and the community * ethical issues |
| ***Practices*** *may include:* | may include those in the home, community and workplace |

| **Evidence Guide** | |
| --- | --- |
| The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission | |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | * The learner must be able to identify the relationship between science and the community; investigate a scientific issue in the news, including its scientific basis; and describe the impact of scientific understanding on changed practices in the community, home or workplace * competency is demonstrated on three occasions using any of the assessment methods outlined below   In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:   * the knowledge requirements of this unit * the skill requirements of this unit |
| **Context of and specific resources for assessment** | * access to computers and the internet where appropriate * access to a local library * laboratory facilities or adequate equivalent facilities such as a kitchen where water, heat source and proper ventilation are available where appropriate for the activities |
| **Guidance information for assessment** | A range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of:   * a learning environment appropriate to the assessment task * appropriate support allowing for full participation * computer hardware and software, if appropriate * relevant written resources and materials (e.g. explanatory notes, texts, selected extracts, WWW access, etc.) * support from mentor/teacher and advice/modelling should be readily available and recourse to first/other language is acceptable   Appropriate assessment strategies include   * direct observation of real time activities and activities in a simulated environment, recorded in teacher observation schedule * questioning, for example: * verbal questioning (verbal descriptions, every day language and gestures may be used for explanations, answers and interpretations) * interviews * online responses * self-assessment * written questioning * portfolios, for example: * collections of samples compiled by the candidate * product with supporting documentation * self-assessment sheets * journal/log book/reflections * diagrams, models, pictures created by the learner * written reports of investigations or problem-solving activities * third party feedback, for example: * reports from other teachers or support workers |

**Unit Code** VBQU174

**SA Code NYTW**

**Unit Title Explore the environment**

**Nominal Hours** 20

**Unit Descriptor** The focus of this unit is on developing the skills and knowledge to investigate factors that influence the environment. This includes developing the skills and knowledge to perform simple scientific investigations.

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification’s Employability Skills Summary, in which this unit is included, will assist in identifying employability skill requirements. The summary is included in Appendix A.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

**Application of Unit** People seeking to improve their educational and vocational participation options in the science field will need to acquire a range of skills and knowledge, including science concepts from a range of branches of science. The unit provides the learner with the skills and knowledge necessary to apply scientific knowledge relating to community life and to interpret every day life and the environment from a scientific perspective.

It is also recommended that the application is integrated with other units.

Where activities involve working with laboratory or equivalent facilities, the unit *BSBCMN106A Follow workplace safety procedures* is a co-requisite.

| **Element** | **Performance Criteria** |
| --- | --- |
| Elements describe the essential outcomes of a unit of competency | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range statement.  Assessment of performance is to be consistent with the evidence guide. |
| 1 Identify factors that influence the environment | 1.1 ***Conditions in the environment*** necessary for the survival of living things are listed  1.2 ***Living and non-living factors*** that affect the environment are described  1.3 The ***effect of humans*** on the environment is discussed |
| 2 Examine conditions in our environment that are necessary for the survival of living things | 2.1 A personally relevant context where environmental factors have impacted on their life is identified  2.2 ***Scientific basis of the environmental issue*** is ***investigated*** |
| 3. Undertake simple investigations into the factors that influence the well being of our environment | 3.1 Simple ***experiments/ investigations*** are performed safely  3.2 Findings of the investigation are ***presented*** using ***appropriate scientific terminology*** |

| **Required Skills and Knowledge** |
| --- |
| This describes the essential skills and knowledge and their level, required for this unit |
| * can identify the main idea and key information and supporting information in a text * communication skills to undertake assessment * can make connections between own knowledge and experience and the purpose of texts * beginning ability to analyse texts * can draw on a range of de-coding and meaning-making strategies * ability to use basic structural conventions of text: * chronological sequencing of events * identification followed by description |

| **Range Statement** | |
| --- | --- |
| The Range Statement relates to the unit of competency as a whole. It allows for different situations that may affect performance, e.g. access to resources, regional contexts. Bold italicised wording in the Performance Criteria is detailed below. | |
| ***Conditions in the environment*** could include: | * simple food chains * feeding relationships, for example, predator or prey and producer or consumer, to survival * interdependent relationships within a group of animals |
| ***Living and non-living factors*** *could include:* | * different interactions in an ecosystem, including competition, predation, collaboration, parasitism, pollination, reproduction- these could be described * food, water, warmth, light, air, homes, habitat, other organisms, etc and how these impact on living things. * living factors: plants, animals, fungi, bacteria, algae * non living factors: weathering including water, erosion, temperature; earth and earth movements including volcanoes, earthquakes, continental drift; atmosphere including ozone layer, solar radiation and how these impact on living things |
| The ***effect of humans*** could include: | * the effect of changes in the environment on interactions in an ecosystem due to human existence, human activity or human importations |
| ***Considering the scientific basis*** *of the environmental issue could involve:* | * investigating the atmosphere and how it protects the earth, its structure and composition, and its effect on living things, e.g. ozone layer; oxygen and carbon dioxide; water cycles * examining the response of plants to light, water or nutrients in the soil * investigating the domestic use of water, including an examination of the purpose and importance of water * investigating an issue in protecting the environment and identifying the arguments involved * discussing some of the negative effects on the environment that have occurred as a result of human intervention * the water cycle |
| *Simple* ***experiments/ investigations*** *involve:* | * following instructions to set up investigations * performing under supervision * individual or team based activities * following OHS requirements |
| ***Presentation of findings*** *will involve:* | * using every day language and some scientific language to talk, write or present informal or formal reports about science and society * organising and presenting information diagrammatically or pictorially * identifying or commenting on conclusions in the information |
| ***Appropriate scientific terminology*** *includes:* | * language of lab report -aim, method, observations and result, discussion and conclusion * terminology such as relates to food, water, warmth, light, air, homes, habitat, other organisms |

| **Evidence Guide** | |
| --- | --- |
| The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission | |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | * the learner can use appropriate scientific terminology to identify factors that influence the environment and how these impact on living things * the learner can conduct simple investigations and experiments and present the outcomes * competency is demonstrated on a minimum of three occasions using any of the assessment methods outlined below   In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:   * the knowledge requirements of this unit * the skill requirements of this unit |
| **Context of and specific resources for assessment**  Guidance information for assessment | * access to computers and the internet where relevant * access to local library * laboratory facilities or adequate equivalent facilities such as a kitchen where water, heat source and proper ventilation are available   A range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of:   * a learning environment appropriate to the assessment task * appropriate support allowing for full participation * computer hardware and software, if appropriate. * relevant written resources and materials (e.g. explanatory notes, texts, selected extracts, WWW access, etc.) * support from mentor/teacher and advice/modelling should be readily available and recourse to first/other language is acceptable   Appropriate assessment strategies include:   * direct observation of real time activities and activities in a simulated environment, recorded in teacher observation schedule * questioning, for example: * verbal questioning (verbal descriptions, every day language and gestures may be used for explanations, answers and interpretations) * interviews * online responses * self-assessment * written questioning * portfolios, for example: * collections of samples compiled by the candidate * product with supporting documentation * self-assessment sheets * journal/log book/reflections * diagrams, models, pictures created by the learner * written reports of investigations or problem-solving activities * third party feedback, for example: * reports from other teachers or support workers |

**Competency Title Exploring Aboriginal issues - past and present**

**SA Code NYSZ**

**Nominal Hours** 50

**Field of Education** 120103 Literacy and Numeracy Programs

**Unit Descriptor** The unit aims to increase the knowledge and understanding about Aboriginal history, the impact of European arrival on Aboriginal people and how these factors have affected Aboriginal people in the past and into the future.

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification’s Employability Skills Summary in which this unit is included will assist in identifying employability skills requirements.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

**Application of Unit** It is highly recommended that this unit is taught by a person who is of Aboriginal or Torres Strait Islander descendent or undertaken through close supervision.

| **Element** | **Performance Criteria** |
| --- | --- |
| 1. Recognise the lifestyle of traditional Aboriginal communities prior to European invasion | 1.1 Describe the ***lifestyle characteristics*** of traditional Aboriginal communities.  1.2 Discuss the well-being of Aboriginal people before the European arrival.  1.3 Identify the effects on the well being of the individual, community, culture and environment after European arrival. |
| 2. Describe the history and effects of the European arrival on the lifestyles and culture of Aboriginals in different regions | 2.1 ***Record*** the arrival of Europeans in more than one region including the places, names and dates of their arrival and purpose for coming.  2.2 Describe how Aboriginal people resisted the invasion of their land and what sort of ***conflict ensued***.  2.3 Discuss the relationship between local Aboriginal people and the years following:   * reliance on handouts * ration stations and missions * working on stations and farms.   2.4 Provide examples of the effects of the European arrival on the wellbeing of Aboriginal people and the ways in which their health may have been compromised. |
| 3. Investigate past and present programs and government policies, and outline their effects on Aboriginal society | 3.1 Describe, from at least two regions, the purpose and effects of significant ***government programs and policies*** towards Aboriginal people.  3.2 Demonstrate an understanding of significant ***national events, policies and programs*** in the lives of Aboriginal people.  3.3 Describe the effects of these significant events on the well-being of Aboriginal people. |

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| **Australian Core Skills Framework (ACSF)** |
| The required outcomes described in this unit of competency relate directly to the Australian Core Skills Framework (ACSF). ASCF communication level 2 is recommended entry level to undertake this unit.  2.01 Demonstrates some awareness of learning strengths and areas of need and begins to plan and manage the learning process  2.02 Applies a limited range of learning strategies in structured and familiar contexts  2.03 Identifies and interprets relevant information and ideas within familiar contexts  2.04 Uses a number of reading strategies to identify and interpret relevant information within familiar text types  2.05 Conveys intended meaning on familiar topics for a limited range of purposes and audiences  2.06 Produces familiar text types using simple vocabulary, grammatical structures and conventions  2.07 Uses every day language to provide information or maintain a conversation in familiar spoken contexts  2.08 Listens (or signs) for relevant information in oral texts across familiar contexts |

| **Range Statement** | |
| --- | --- |
| The range statement relates to the unit of competency as a whole. It allows for different situations that my affect performance. The key terms used in the Performance Criteria are further explained but not limited to the range statement information. | |
| ***lifestyle characteristics:*** | * the Dreaming * ceremonial life * hunting, food gathering and preparation practices * family, kinship and social organisation * languages and language groups |
| ***recording mechanisms:*** | * timelines * song * dance * art * local journals * electronic recording onto CDs * bark * discussions |
| ***conflicts as a result of invasion:*** | * warfare * massacres * disease * dispossession of land * stolen generation |
| ***government programs and policies:*** | * terra nullius * protectionism * missions * segregation * exemption certificates * assimilation |
| ***significant events, policies and programs:*** | * 1967 referendum * tent embassy * land rights movement * homeland movement * Native title/Mabo decision * stolen generation * Government apology |

| **Evidence Guide** | |
| --- | --- |
| ***critical aspects for assessment and evidence required to demonstrate competency in this unit:*** | * the unit aims to increase an individual’s knowledge and understanding of Aboriginal history, the impact of European arrival on Aboriginal people and how these factors have affected Aboriginal people in the past and into the future. The learner must be able to demonstrate: * participation, involvement and interaction within group based discussions * use of case studies to illustrate learning * willingness to share personal stories * respect for confidentiality and other participants’ stories or experiences * cultural awareness * ability to work independently * work in small group * use of appropriate technology, e.g. PowerPoint presentations * research skills * awareness of learning strengths * ability to plan and manage their own learning process |
| ***context of and specific resource implications:*** | * the content of this unit is sensitive and participants may experience a range of feelings and reactions when engaged in the unit. It is important to consider that Aboriginal participants will have different levels and types of experience of the content * as some content and associated resources may contain images and names of deceased members of the Aboriginal community, care should be taken when presenting to students |
| ***consistency of performance:*** | * this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range statements and context |
| ***guidance information for assessment:*** | * approaches to assessment should be flexible and take into account the diversity in levels of literacy and numeracy of the participants. The following assessment methods are examples of strategies which should be considered to assess this unit: * direct observation * questioning and discussion * presentation of journals * PowerPoint presentations * debate * visual arts * dance and or song * creating a CD of already released song, e.g. “Thou Shalt Not Steal”, by Kev Carmody * it is highly recommended that this unit and the delivery and assessment resources used are written and/or taught by a person who is of Aboriginal or Torres Strait Islander descendent or is undertaken through close supervision |

**Competency Title Exploring Traditional Aboriginal and Torres Strait Islander culture**

**SA Code NYTA**

**Nominal Hours** 50

**Field of Education** 120103 Literacy and Numeracy Programs

**Unit Descriptor** The unit aims to explore the traditional Aboriginal and Torres Strait Islander culture, and develop an understanding of the history, knowledge and kinships prior to European settlement.

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification’s Employability Skills Summary in which this unit is included will assist in identifying employability skills requirements. The summary is included in Appendix A.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

**Application of Unit** It is highly recommended that this unit is taught by a person who is of Aboriginal or Torres Strait Islander descendent or undertaken through close supervision

| **Element** | **Performance Criteria** |
| --- | --- |
| 1. Develop an understanding of the Dreaming ceremonies which impact on lifestyles and spiritual beliefs in traditional Aboriginal and Torres Strait Islander life | 1.1 Identify the Aboriginal or Torres Strait Islander timelines of pre-settlement history  1.2 Explain the concept of Aboriginal and Torres Strait Islander Dreaming and the role of Dreaming stories  1.3 Examine a Dreaming story and describe how it relates to:   * rules for living * environment * spiritual world   1.4 Describe the relationship between the Dreaming and traditional art  1.5 Describe the influence of the Dreaming in relation to social and ceremonial interaction between groups |
| 2. Identify natural environmental zones in Australia (e.g. coastal, desert) and the varying Aboriginal and Torres Strait Islander cultural responses to those environments | 2.1 Identify, using maps, the major ***environmental zones*** within Australia and how they impact upon traditional lifestyles  2.2 Describe the significance of land formations and their importance to cultural knowledge  2.3 Identify a zone and describe the ***environmental characteristics*** of the area relevant to Aboriginal and/or Torres Strait Islander  2.4 Discuss the ***environmental responsibilities*** of traditional societies  2.5 Determine strategies of becoming involved in community responsibility for land care |
| 3. Describe the social organisation of traditional Aboriginal and Torres Strait Islander Communities | 3.1 Discuss the social, environmental and economic organisation of a traditional community  3.2 Examine the role of extended family relationships and kinship systems  3.3 Identify how family responsibilities affect social organisations of traditional societies  3.4 Describe the importance of genealogy research for Aboriginal and Torres Strait Islander people and their communities |
| 4. Research and record personal family genealogy | 4.1 Collate information regarding personal family research  4.2 Create a family genealogy covering as many generations as possible  4.3 Create a personal family genealogy |

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| **Australian Core Skills Framework (ACSF)** |
| The required outcomes described in this unit of competency relate directly to the Australian Core Skills Framework (ACSF). ACSF indicators will guide the level at the commencement and completion of this unit. ASCF communication level 2 is recommended entry level to undertake this unit.  2.01 Demonstrates some awareness of learning strengths and areas of need and begins to plan and manage the learning process  2.02 Applies a limited range of learning strategies in structured and familiar contexts  2.03 Identifies and interprets relevant information and ideas within familiar contexts  2.04 Uses a number of reading strategies to identify and interpret relevant information within familiar text types  2.05 Conveys intended meaning on familiar topics for a limited range of purposes and audiences  2.06 Produces familiar text types using simple vocabulary, grammatical structures and conventions  2.07 Uses every day language to provide information or maintain a conversation in familiar spoken contexts  2.08 Listens (or signs) for relevant information in oral texts across familiar contexts |

| **Range Statement** | |
| --- | --- |
| The range statement relates to the unit of competency as a whole. It allows for different situations that may affect performance. The key terms used in the Performance Criteria are further explained but not limited to the range statement information. | |
| ***environmental zone:*** | * desert * coastal * rainforest * bushland * agricultural * highland * plains |
| ***environmental characteristics:*** | * food resources available * climatic conditions * methods of hunting and gathering * food preparation techniques |
| ***environmental responsibilities:*** | * land management * wildlife conservation * spiritual connections to land |

| **Evidence Guide** | |
| --- | --- |
| ***critical aspects for assessment and evidence required to demonstrate competency in this unit:*** | * this unit aims to explore the traditional Aboriginal and Torres Strait Islander culture, and develop an understanding of the history, knowledge and kinships prior to European settlement. The learner must be able to demonstrate: * participation, involvement and interaction within group based discussions * use of case studies to illustrate learning * willingness to share personal stories * respect for confidentiality and other participants’ stories or experiences * cultural awareness * ability to work independently * work in small group * use of appropriate technology, e.g. PowerPoint presentations * research skills * awareness of learning strengths * ability to plan and manage their own learning process |
| ***context of and specific resource implications:*** | * the content of this unit may be sensitive and participants may experience a range of feelings and reactions when engaged in the unit. It is important to consider that Aboriginal participants will have different levels and types of experience of the content * as some content and associated resources may contain images and names of deceased members of the Aboriginal community, care should be taken when presenting to students * the research component to identify traditional Aboriginal history, society and the local environment will create opportunities for mentorship/guidance from Aboriginal adults/elders. Useful sources for assistance include: * Aboriginal and Torres Strait Islanders community women centres * Aboriginal or Torres Strait Islander community administration offices * ICC offices * Government Departments * Aboriginal Education Workers (AEW) in local schools, arts and culture centres * Aboriginal Health organisations * other sources of information may include: * museums * university Aboriginal studies/linguistic programs * TAFE/RTO Aboriginal Access Centres |
| ***consistency of performance:*** | * this unit of competency must be assessed over a period of time in order to ensure consistency performance over the Range statements and context. |
| ***guidance information for assessment:*** | * approaches to assessment should be flexible and take into account the diversity in levels of literacy and numeracy of the participants. The following assessment methods are examples of strategies which should be considered to assess this unit: * direct observation * questioning and discussion * presentation of journals * PowerPoint presentations * debate * visual arts * dance and/or song * recount of a Dreamtime story and implications for land care and social responsibilities * presentations can be one or a combination of the following: * essay * print based project format = collation of researched documents (scrap book style) * visual display * oral presentation * electronic presentation * digital stories * it is highly recommended that this unit and the delivery and assessment resources used are written and/or taught by a person who is of Aboriginal or Torres Strait Islander descendent or is undertaken through close supervision. |

**Module Details**

**Module Name** **Health and Medicine**

**Module Code** VBQM477

**SA Code NYWH**

**Module purpose** This module aims to familiarise students with the health system in Australia and provides skills to access health care.

This module is based on *VBN507 Health and Medicine* from the ESL Framework.

**Pre-requisites** There are no prerequisites for this module.

**Co-requisites** There are no co-requisites for this module. However, the module is to be delivered and assessed at the level of the Certificate in General Education for Adults in which it is incorporated as an elective.

**Summary of learning outcomes** 1. Describe a range of factors in relation to personal health

2. Describe common household medicines and health equipment and their uses

3. Describe the purpose and use of a Medicare card

4. Describe appropriate action in the event of a medical emergency

**Learning Outcome 1** Describe a range of factors in relation to personal health

**Assessment Criteria** 1.1 Identify a range of every day illnesses, ailments and injuries

1.2 List the symptoms associated with common illnesses and ailments

1.3 Identify appropriate ***actions*** to take to manage common illnesses and injuries

**Learning Outcome 2** Describe common household medicines and health equipment and their uses

**Assessment Criteria** 2.1 Outline the type of medicines that are commonly found in home first aid

2.2 Identify the ***information contained on labels*** and their importance

2.3 Match medicines with their purpose

2.4 Outline the features and uses of ***common household medical equipment***

**Learning Outcome 3** Describe the purpose and use of a Medicare card

**Assessment Criteria** 3.1 Identify the information on the card

3.2 Identify the purpose of Medicare cards

3.3 Outline the process of using a Medicare card

**Learning Outcome 4** Describe appropriate action in the event of a medical emergency

**Assessment Criteria** 4.1 Identify a range of ***medical emergencies***

4.2 List ***emergency services*** and their functions

4.2 List the ***steps required*** to obtain emergency assistance

**EVIDENCE GUIDE**

| **Range of Variables** | |
| --- | --- |
| The following variables may include but are not limited to the following: | |
| ***Actions*** | * identify basic first aid * common treatments for simple ailments and injuries * when to seek medical attention |
| ***Information contained on labels*** | * symbols * common vocabulary e.g. dosage, hourly |
| ***Common household medical equipment*** | * thermometer * first aid kit * bandages |
| ***Medical emergencies*** | * accidents in the home * fires * road accidents * public transport accidents * drowning |
| ***Emergency services*** | * ambulance * fire brigade * police * state emergency services (storms, bushfires) * rural fire services |
| ***Steps required*** | * contact emergency services by telephone * clear directions and information to emergency services * responsibilities of those in attendance while waiting |
| **Underpinning skills and knowledge** | This module is included as an elective for use at two levels of the Certificates in General Education of Adults. It may be contextualised to suit the needs and skills of learners in courses from Certificate I Introductory and Certificate I. Therefore, the underpinning skills and knowledge required are those listed in the Reading and Writing Core Skills Units at the Certificate level in which the module is being delivered. |
| **Delivery strategy** | This module can be assessed alone or as part of an assessment activity involving any other units or modules from the program.  This module can be delivered in any way that allows students to develop competence in the learning outcomes while offering opportunities to experience and practise language.  Delivery options, including grouping of students, should recognise the varying learning needs, educational backgrounds, preferred learning styles and constraints of the individual learner.  Classroom based delivery should include a mixture of whole class, group work, and individual activities.  The purpose of the module relates to general life skills and knowledge. Therefore, wherever appropriate, delivery should include field trips, guest speakers and practical demonstrations. It should also utilise interactive computer programs, role-plays, and simulated and real life practical activities. Activities should utilise a variety of sources to allow exposure to a range of spoken and written language (standard and non-standard varieties). |
| **Assessment strategy** | A range of assessment strategies should be used in accordance with the assessment principles outlined in Part B (Section 5.1 Assessment Strategy).  Wherever possible, learning outcomes should be grouped together for assessment. Learning outcomes from within one module or across modules may be grouped together.  To be deemed competent in this module the learner must demonstrate competency in all learning outcomes. |
| **Critical Aspects of Evidence** | * evidence of the ability to source health information * evidence of the ability to interpret health information * evidence of the ability to respond appropriately to a range of health related events |
| **Resource implications** | **Learning resources**  Learners should have access to a range of authentic materials in real and simulated settings both in the classroom as well as on field trips or excursions. The needs of the learner will be met by provision of:   * a learning environment appropriate to the assessment task * learner handouts/reference material * print and non-print resources * appropriate equipment and materials * access to people in the community, guest speakers * appropriate support allowing for full participation * computer hardware/software and internet access as appropriate. |

**Generic Process Skills**

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable. The questions below highlight how these processes are applied in this module. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

|  |  |  |
| --- | --- | --- |
| **Key competency** | **Example of application** | **Performance level** |
| How can **communication of ideas and information** be applied? | Making an appointment at the doctor | 1 |
| How can information be **collected, analysed and organised?** | Gathering information about a family illness | 1 |
| How are **activities planned and organised**? | Organising to attend a medical appointment | 1 |
| How can **team work** be applied? | Managing family meals to ensure adequate nutrition | 2 |
| How can the use of **mathematical ideas and techniques** be applied? | Measuring dosage of medicine | 1 |
| How can **problem solving skills** be applied? | Responding to a medical emergency | 1 |
| How can the **use of technology** be applied? | Using the telephone to gain medical assistance | 1 |

**Competency Title** **Introduction to research and assignment writing**

**SA Code** NYSK

**Nominal Hours** 40

**Field of Education** 120103 Literacy and Numeracy Programs

**Unit Descriptor** The focus of the unit is on the development of specific reading and writing skills to create a range of texts with some complexity to respond to assignment requirements, matching style of writing to purpose and audience.

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of employability skills. The qualification’s employability skills summary, in which this unit is included, will assist in identifying employability skill requirements. The summary is included in Appendix A.

**Application of Unit** The unit provides the learner with the skills and knowledge necessary to interpret and critically analyse complex texts. These skills will enable the learner to have access to knowledge and skills which will assist them in future educational, employment and community activities.

Where application is as part of the Certificate II in Education and Skills Development, it is strongly recommended that application is introduced after participation in *Write General Texts Independently and Read General Texts Independently.*

It is also recommended that the application is integrated with other units.

| **Element** | **Performance Criteria** |
| --- | --- |
| 1. Analyse the assignment | 1.1 Examine a ***range of assignments*** set in different fields of study  1.2 Identify the purpose of each type of assignment  1.3 Establish the requirements for a given assignment |
| 2. Use a range of texts to inform answer(s) | 2.1 Identify a ***range of texts*** which may inform the answer(s)  2.2 Use ***appropriate reading strategies*** to interpret key ideas and supporting information in texts  2.3 Evaluate texts relevance and quality of content for the assignment  2.4 Identify and note information which may be used to answer the assignment  2.5 Keep bibliographic details of collected information |
| 3. Write text(s) to respond to the assignment | 3.1 Choose and draft information and ideas in a logical sequence to answer the assignment  3.2 Choose appropriate ***text features and language*** for ***audience*** and ***purpose***  3.3 Include required referencing and bibliographic details  3.4 Revise, proof-read and edit the text to meet the requirements of the assignment  3.5 Revise, proof-read and edit the text for accuracy and meaning  3.6 Present text(s) in an ***appropriate format*** |

| **Underpinning Skills and Knowledge** |
| --- |
| Australian Core Skills Framework level indicators  The required outcomes described in this unit of competency relate directly to the Australian Core Skills Framework (ACSF).  ASCF learning, reading, writing and oral communication strategies at level 3 is recommended entry level to undertake this unit.  3.01 Plans, implements and adjusts processes as required to achieve learning outcomes and begins to seek new challenges  3.02 Experiments with new learning strategies in familiar contexts and applies some strategies in less familiar contexts  3.03 Evaluates and integrates facts and ideas to construct meaning from a range of text types  3.04 Selects and applies a range of reading strategies as appropriate to purpose and text type  3.05 Communicates relationships between ideas and information in a style appropriate to audience  3.06 Selects vocabulary, grammatical structures and conventions appropriate to text  3.07 Select and use appropriate strategies to establish and maintain spoken/signing communication in familiar and some unfamiliar contexts  3.08 Derives meaning from a range of oral texts in familiar and some unfamiliar contexts |

| **Range Statement** | |
| --- | --- |
| Includes but is not restricted to: | |
| ***range of assignments:*** | * essays * reports * extended answers * reviews |
| ***range of texts:*** | * procedural or transactional: * minutes of meeting * memos * instructions * business letters * resumes * portfolio reports * newsletters * brochures * persuasive: * argument or discussion * letters to the editor * opinions * essays * webpage * personal: * weblogs * journals * speeches/talks * expanded answers to specific questions on a text or texts * summaries of reading |
| ***purpose of the text:*** | * to inform * to convince * to express an opinion * to report * to analyse * to instruct |
| ***text features:*** | * text structure: * clearly structured text using a range of structural conventions * a number of linked paragraphs * conventions of paragraph writing development of one major topic in each paragraph, use of topic sentences * features of narrative and expressive texts, eg: * chronological sequencing of events * logically sequenced and cohesive prose * identification followed by description * orientation * complication * resolution in narrative texts * use of descriptive language * features informative texts, eg: * transparent organisation, such as: * sequentially ordered dot points * numbered instructions * alphabetical * numerical listings * spacing * headings * general statement * factual description or logically sequenced explanation * conclusion * features of procedural texts, eg instructions: * statement of goal * requirements * steps to achieve the goal * features of persuasive texts, eg: * argument: * statement of opinion * arguments * summing up * discursive: * opening statement * arguments for and against * conclusion or recommendations * features of transactional texts, eg formal letter format: * formal opening * statement of purpose * details * request * confirm * inform or clarify action * formal close * sentences, for example: * consistent use of grammatically correct simple, compound and complex sentences * use of linking devices appropriate to text type use of standard punctuation * control over the use of generic grammatical forms such as: * temporal links, eg “meanwhile” * abstract nouns, eg “migration” * referential devices and nominalisations * awareness and appropriate/effective use of local varieties of non standard Australian English, slang, LOTE * regular use of standard punctuation * vocabulary: * use of appropriate language for audience and purpose, eg: * descriptive language * techniques to convey feelings and ideas * figures of speech * use of vocabulary specific to topic * precise selection of vocabulary to convey shades of meaning * words spelt with accuracy |
| ***appropriate format:*** | * word processed * on paper/poster * digital story * PowerPoint presentation |

| **Evidence Guide** | |
| --- | --- |
| ***critical aspects and evidence required to demonstrate competency in this unit:*** | * learners will be able to create texts to meet a range of purposes and convey information clearly and accurately * evidence that texts have been created on at least three occasions developed with minimal assistance. These three texts must address different assignment types. One of the assignments must have full reference and bibliographic details |
| ***context of assessment:*** | * appropriate assessment strategies include: * direct observation, recorded * questioning, for example: * verbal questioning * interviews * self-assessment * online responses * portfolios, for example: * collections of samples compiled by the learner * journal/log book * third party feedback, for example: * peer feedback * reports from other lecturers or supervisors |
| ***consistency of performance:*** | * this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts |
| ***resource implications:*** | * assessment of performance requirements in this unit is best undertaken with real texts of personal relevance to the learner * access to:   + on-line and screen-based texts if appropriate   + library   + real texts in context including employment and workplace documents where appropriate * a learning environment appropriate to the assessment * computer hardware and software, if appropriate |
| ***guidance information for assessment:*** | * if a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate competency normally demonstrated through the spoken word, eg Auslan (Australian sign language) |

**Unit Code** VBQU153

**SA Code NYTM**

**Unit Title Investigate, interpret and produce numerical and statistical information**

**Unit Descriptor** The focus of this unit is on investigating and interpreting numerical information in texts and creating and investigating statistical data, tables and graphs.

The required outcomes described in this unit of competency relate directly to the *National Reporting System* (NRS) (© Commonwealth of Australia and ANTA 1994-5). They contribute directly to the achievement of the NRS indicators of competence Level 4

Numeracy: 4.10, 4.11, 4.12 and 4.13.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

**Nominal Hours** 50

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification’s Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements. The summary is included Appendix A.

**Application of Unit** People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.

Numeracy is seen as making meaning of mathematics – mathematics is a tool to be used efficiently and critically, where mathematics is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.

It is strongly recommended that this Unit is integrated with the delivery and assessment of other Numeracy and Mathematics Units. It is recommended that application is also integrated with other units. The links between the different units encourages co delivery and assessment and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.

| **Element** | **Performance Criteria** |
| --- | --- |
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement.  Assessment of performance is to be consistent with the evidence guide. |
| 1 Investigate and interpret numerical information in texts | 1.1 ***Numbers and numerical information*** are identified within ***texts or realistic contexts***  1.2 ***An appropriate mathematical procedure*** is used to undertake calculations to investigate the numbers and numerical information in the text or context  1.3 An ***initial estimate*** of the result is made then an accurate ***numerical calculation*** is carried out  1.4 Interpretations are made regarding the results in terms of their reasonableness against initial estimates and in terms of any personal, social or work consequences. |
| 2 Investigate and create statistical data, tables and graphs | 2.1 ***Data*** is collected and represented in tables and in ***graphical form***, using appropriate scales and axes  2.2 ***Measures of central tendency*** for sets of ungrouped data are calculated  2.3 ***Descriptive language*** of graphs, tables and averages is used  2.4 ***Interpretations*** are made regarding the results of the investigation in terms of the meaning of the data and /or accompanying texts, tables and graphs and in terms of any personal, social or work consequences. |

| **Required Skills and Knowledge** |
| --- |
| This describes the essential skills and knowledge and their level, for this unit.   * knowledge that signs/prints/symbols represent meaning * communication skills to undertake learning and assessment * ability to interpret, use and calculate with a range of types of numbers, measurements and numerical information * ability to understand and use simple mathematical formulae in familiar contexts * ability to understand and interpret numerical information in texts * ability to understand and use data, tables and graphs to investigate statistical information * ability to understand and use mathematical problem-solving techniques to investigate and solve familiar problems |

| **Range Statement** | |
| --- | --- |
| The Range Statement relates to the unit of competency as a whole. It allows for different situations that may affect performance, e.g. access to resources; regional contexts. Bold italicised wording in the Performance Criteria is detailed below. | |
| ***Numbers and numerical information*** | * should include fractions, decimals, percentages and ratios and their equivalent values in a form appropriate to the situation * probability should include events such as chance of rain from weather data, gambling, etc * rates including km/hr, $/m, one in ten * ratios should be related to mixing domestic and garden chemicals, recipes etc |
| ***Text*** *may include* | * newspaper, magazine journal articles; workplace documents; relevant texts and information off the Internet; financial information such as taxation returns; public information documents, advertising leaflets, catalogues, timetables etc |
| ***Appropriate mathematical procedure*** *includes* | * addition, subtraction, multiplication, division, a conversion then an operation, several conversions to allow comparison, ordering values etc. Learners should be able to use different methods, and chooses the most appropriate method for the question, e.g., 5% done in the head or using pen and paper, whereas complicated calculations such as 4.25% done using a calculator * conversion of fractions, decimals, percentages and ratios into their equivalent values in a form appropriate to the situation |
| ***Initial estimate*** | * a rough estimate is appropriate unless a specific accuracy is requested by the assessor |
| ***Numerical calculation*** *could involve calculation with* | * (+,–, x, ÷) whole numbers, decimals and standard fractions e.g. 2/3, 1/5, 7/10, etc. * percentages including *% of*, *% change* and *A as % of B* * rate and ratio calculations |
| ***Interpretations*** *(for numerical information) refers to* | * a reality check of the results * a comparison of final result to initial estimate or referral to context to decide if the result is possible, relevant * knowledge may lead to comparison to previous experience and therefore decide whether result is appropriate |
| ***Data*** *may include* | * whole numbers, percentages, decimals, fractions and ratios found in statistical information |
| ***Graphical form*** *includes* | * pie charts, bar graphs, line graphs, pictograms, etc. of the kind found in newspapers, on household bills, information leaflets, etc * scales created should be appropriate to the data collected or being investigated |
| ***Interpretations*** *(for statistical data) refers to* | * a reality check of the results of the statistical investigation * personal implications, social consequences, how it was applied, the validity and accuracy of the data * knowledge may lead to comparison to previous experience and therefore decide whether result is appropriate |
| ***Measures of central tendency*** *refers to* | * *mean, median* and *mode* and they may be calculated from survey results, wages, production figures, clothes sizes, packet contents etc. (but not expected for grouped data) * the use or misuse of the term average in relation to this should be discussed |
| ***Descriptive language*** *may include* | * read and write decimal numbers such as point two four five, 0.245, two and five thousandths, 2.005, etc * common words, phrases and symbols for mathematical procedures such as percentages, rates, and arithmetical operations * symbols for comparison such as >, <, = ,≥, ≤ * descriptive language of graphs, tables and averages such as maximum, minimum, increasing, decreasing, constant, slope, fluctuating, average, above/below average |

| **Evidence Guide** | |
| --- | --- |
| The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission. | |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | * Learners will be able to investigate and interpret numerical information in texts * Learners will be able to create and investigate statistical data, tables and graphs   Where performance criteria include a list of concepts or knowledge (e.g., such as measurement units: centimetres, metres, kilograms, litres, degrees Celsius etc.) it is assumed that most of these will be included as part of the teaching/learning program. It is not envisaged that all the listed items be assessed individually - competence in one or two being sufficient evidence that the criterion can be met.  In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:   * the knowledge requirements of this unit * the skill requirements of this unit. |
| **Context of and specific resources for assessment** | * assessment of performance requirements in this unit is undertaken over the course of the program * access to real/authentic or simulated tasks, materials and texts in appropriate and relevant contexts * access to a computer and internet for information * access to calculators, computers for word processing or spreadsheets as appropriate |
| **Guidance information for assessment** | A range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of:   * concrete, relevant contexts and materials where the maths content is accessible * a learning environment appropriate to the assessment task * appropriate support allowing for full participation * computer hardware and software, if appropriate   At this level the learner may:   * use a blend of personal “in the head” methods, and pen and paper and calculator procedures (and software programs where appropriate) to solve problems * depend on advice/modelling and recourse to first/other language is acceptable * use a combination of oral and written mathematical and general language, symbols, abbreviations and diagrams.   Appropriate assessment strategies include:   * records of teacher observations of students’ activities, discussions and practical tasks * questioning, for example: * online responses * interviews * self-assessment * verbal questioning * written questioning * portfolios, for example: * samples of the learner’s written work * pictures, diagrams, models etc. created by the learner * records of teacher observations of learner’s activities, discussions and practical tasks * third party feedback such as testimonials/reports from other teachers or support workers * at this level it would be appropriate if learners could be assessed undertaking real tasks such as, running a survey then interpreting and investigating the meaning/ consequences of the results obtained, interpreting numerical/statistical information in newspaper articles, measuring property, giving and following directions or using plans in outside locations, etc * some of these tasks may be classroom simulations, but where possible, it is preferable learners gain the skills and confidence through undertaking tasks in real situations. |

**Competency Title Investigating scientific methods and concepts**

**SA Code NYSW**

**Nominal Hours** 30

**Field of Education** 120103 Literacy and Numeracy Programs

**Unit Descriptor** This unit develops a basic understanding of scientific language methods, logical thinking in relation to range of science fields.

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of employability skills. The qualification’s employability skills summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Appendix A.

**Application of the Unit** This unit provides basic skills and knowledge to introduce science concepts to the learner.

The unit provides the learner with the skills and knowledge necessary to apply scientific knowledge relating to every day life and the environment, providing a possible pathway into applied science vocation.

Completion or Skills Recognition of unit *Using Measurement Mathematics* is highly recommended prior to attempting this unit.

| **Element** | **Performance Criteria** |
| --- | --- |
| 1. The language of scientific methods and concepts is identified | 1.1 ***Scientific processes*** are identified and described  1.2 Scientific language terms are recognised and used in context |
| 2. Scientific method is identified and explained | 2.1 Differentiate between observation and interpretation and identify observation and inferences in scientific writing  2.2 Describe the role of experimentation in the development of scientific knowledge  2.3 Use equipment to measure mass, volume and temperature  2.4 Solve numerical problems from every day situations using volume and temperature  2.5 Interpret data presented in table and graph form |
| 3. The science of personal health and body systems is researched | 3.1 The functions of the digestive, respiratory and cardiovascular systems are researched in ***every day contexts***  3.2 Good health and lifestyle are researched in relation to the digestive, respiratory and cardiovascular systems  3.3 Examples are compiled of the relationship between science and technology and personal health |
| 4. The science of ecosystems and the environment is researched | 4.1 Descriptions of the carbon, nitrogen, oxygen and water cycles are analysed and interpreted  4.2 ***Feeding relationships*** within an ecosystem are investigated  4.3 Examples are compiled of the relationship between science and technology and the environment |
| 5. A scientific area is investigated | 5.1 A project is prepared on a scientific area of interest which includes the scientific process and demonstrates ***critical thinking*** |

| **Underpinning Skills and Knowledge** |
| --- |
| Australian Core Skills Framework level indicators  The required outcomes described in this unit of competency relate directly to the Australian Core Skills Framework (ACSF)  ASCF learning, reading, writing and oral communication and mathematical strategies at level 3 is recommended entry level to undertake this unit.  3.02 Experiments with new learning strategies in familiar contexts and applies some strategies in less familiar contexts  3.07 Selects and uses appropriate strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts.  3.03 Evaluates and integrates facts and ideas to construct meaning from a range of text types  3.11 Uses a combination of both informal and formal oral and written mathematical language and representation to communicate mathematically   * Problem solving skills to deal with trade and technical problems encountered in industry * Communication skills (oral and listening) in order to effectively access and understand information * Use of technology – calculator/computer to gather information.   Interpersonal skills to develop rapport with lecturers and other learners |

| **Range of Variables** | |
| --- | --- |
| Includes but is not restricted to: | |
| ***scientific language:*** | * text containing scientific information from sources such as: * newspapers * general interest magazines * industry brochures * general texts |
| ***scientific processes:*** | * hypotheses * theories * laws * observation * experimentation * key scientific terms and concepts include: * solids * liquids * gasses * air * changes of state * energy * force * pressure * measurement * living and non-living * matter and atoms * particle theory |
| ***the relationship of science and technology to (a) health:*** | * food and digestion * the cardiovascular and respiratory systems * air pollution and health * food production, processing, marketing and health * sedentary lifestyle, stress and health * light, sight and skin * sound and hearing * diet and health * smoking and health * substance abuse |
| ***the relationship of science and technology to (b) the environment:*** | * cycles in nature (C, N, O, water) * ozone depletion * greenhouse effect * soil, air and water pollution * biodiversity * feral organisms |
| ***basic equipment:*** | * may include: * balances * measuring cylinders * thermometers |
| ***every day situations:*** | * topics from: * chemistry * biology * physics * the environment * geology |
| ***feeding relationships:*** | * identify: * producers * consumers * decomposers |
| ***every day contexts:*** | * newspaper or articles based on relevant real life situations |
| ***critical thinking:*** | * ability to differentiate between observation and inference |

| **Evidence Guide** | |
| --- | --- |
| ***critical aspects for assessment and evidence required to demonstrate competency in this unit:*** | * evidence of the following is essential: * demonstrates understanding of basic scientific methods and processes * knowledge of the digestive, respiratory and cardiovascular systems and their role in maintaining personal health * knowledge of ecosystems and their component processes * ability to demonstrate understanding of the relationship between science and technology, the environment and personal health |
| ***context of and specific resources for assessment:*** | * wherever possible it is desirable that the topics and resources be presented in a context which relates to every day life and work * assessment resources should consider the ACSF levels. Students exiting from this unit will demonstrate skills in the range 3-4 using the ACSF |
| ***method of assessment:*** | * a range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of: * a learning environment appropriate to the assessment task * appropriate support allowing for full participation of those with special needs * appropriate assessment strategies may include: * direct observation * questioning * self assessment * online assessment * short tests * written tasks * project based assessment * small group problem solving |
| ***consistency in performance:*** | * as far as possible, assessments should reflect real life situations in the workplace * learners must undertake the assessment independently |
| ***guidance information for assessment:*** | * if a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate competency normally demonstrated through the spoken word, eg Auslan |

**Competency Title Learn online**

**SA Code** NYSY

**Nominal Hours** 20

**Field of Education** 120199 General Education Programmes, n.e.c.

**Unit Descriptor** This unit defines the competency required to gain the skills to operate in an e-learning environment

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of employability skills. The qualification’s employability skills summary, in which this unit is included, will assist in identifying employability skill requirements. The summary is included in Appendix A.

**Application of Unit** It is recommended that this unit be studied concurrently with one or more other units of competency to increase the efficiency and authenticity of the assessment process.

| **Element** | **Performance Criteria** |
| --- | --- |
| 1. Examine an online environment | 1.1 Explore a range of ***online learning tools*** |
| 2. Read and interpret text | 2.1 Determine the intended purpose of ***incoming text***  2.2 Identify and respond to key points  2.3 Use information from:   * audio files * video * tables * charts * other graphic information   2.4 Distinguish between ***procedural information*** and content |
| 3. Respond to text | 3.1 Identify r***equirements of the response***  3.2 Include information that is clear, accurate and concise and meets the requirements  3.3 Check response for appropriate grammar, spelling and punctuation for intended audience and correct where necessary  3.4 Present response in accordance with the requirements of the task  3.5 Submit response |
| 4. Develop problem solving skills within the e-learning environment | 4.1 Develop language to discuss ***technological problems***  4.2 Develop simple problem solving skills  4.3 Seek ***assistance*** with difficult or ambiguous materials |

| **Underpinning Skills and Knowledge** |
| --- |
| The required outcomes described in this unit of competency relate directly to the Australian Core Skills Framework (ACSF).  ASCF learning, reading, writing and oral communication strategies at level 2 is recommended entry level to undertake this unit.  2.01 Demonstrates some awareness of learning strengths and areas of need and begins to plan and manage the learning process  2.02 Applies a limited range of learning strategies in structured and familiar contexts  2.03 Identifies and interprets relevant information and ideas within familiar contexts  2.04 Uses a number of reading strategies to identify and interpret relevant information within familiar text types  2.05 Conveys intended meaning on familiar topics for a limited range of purposes and audiences  2.06 Produces familiar text types using simple vocabulary, grammatical structures and conventions  2.07 Uses every day language to provide information or maintain a conversation in familiar spoken contexts  2.08 Listens (or signs) for relevant information in oral texts across familiar contexts  Works independently in a supported environment |

| **Range of Variables** | |
| --- | --- |
| ***online Learning tools:*** | * may include but are not limited to: * personal computers and networked systems * web based technologies * mobile technologies which: * are used to communicate, to offer knowledge, to practise and optimise competences * describe sources of content aggregated into learning experiences * incorporates various actions including: * online references * courseware * knowledge management * collaboration * search functions |
| ***incoming text:*** | * refers to the content created through collaboration to form a learning network in: * blogs * wikis * twitter * chat * voice over the internet, eg Skype * audio * podcasts * video * threaded forum discussions * email * RSS feeds * virtual world narrative |
| ***procedural information:*** | * refers to the mechanics of technology used to activate programs and navigational tools: * select tools * radio buttons * links * directional arrows * left and right mouse buttons |

| **Evidence Guide** | |
| --- | --- |
| ***critical aspects for assessment and evidence required to demonstrate competency in this unit:*** | * evidence of the ability to interact and source information using electronic means * evidence of the ability to respond to and interpret a range of procedural information online * learners will demonstrate the ability to interact with simple technologies, unassisted, on a number of occasions |
| ***context of assessment:*** | * appropriate assessment strategies include: * direct observation, for example: * real time activities * third party feedback, for example: * reports from other teachers or support workers * peer feedback * self assessment |
| ***resource implications:*** | * in addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms: * the knowledge requirement of this unit * the skills requirement of this unit * a range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of: * a learning environment appropriate to the assessment task * appropriate support allowing for full participation * assessment requires access to a range of resources, equipment and software |
| ***guidance information for assessment:*** | * if a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate competency normally demonstrated through the spoken word, eg Auslan (Australian sign language) |

**Unit Code** VBQU171

**SA Code PXLS**

**Unit Title Participate in a practical placement**

**Unit Descriptor** The focus of this unit is on developing the skills and knowledge to select, negotiate and participate in a practical work placement.

This unit is based on the module *VBN500 Practical Placement* from the ESL Framework. It has been customised for inclusion as an elective in the Certificates in General Education for Adults.

**Nominal Hours** 40

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification’s Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Appendix A.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

| **Element** | **Performance Criteria** |
| --- | --- |
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement.  Assessment of performance is to be consistent with the evidence guide. |
| 1 Plan practical placement | 1.1 Preferences and priorities in relation to practical placement are listed  1.2 Placement options are investigated  1.3 ***Placement requirements*** are identified  1.4 Potential barriers or problems are identified |
| 2 Negotiate practical placement arrangements | 2.1 A time to meet with appropriate personnel in the workplace is organised  2.2 Skills, experience, needs and preferred options are described  2.3 Documents and information required by both parties are identified  2.4 Employer ***expectations*** are identified  2.5 Establish a workplace routine and any required documentation |
| 3 Communicate in the workplace | 3.1 Identify roles and responsibilities of workplace personnel  3.2 Identify reporting procedures  3.3 Identify a range of ***workplace communications*** |
| 4 Participate as a member of the workplace under supervision | 4.1 Complete workplace tasks in accordance with ***Occupational Health and Safety requirements***  4.2 Follow work routine  4.3 Work as part of a team where appropriate  4.4 Document work routine and ***record experience*** as appropriate |
| 5 Evaluate own performance in a work experience program | 5.1 Assess personal strengths and weaknesses  5.2 Re-establish goals for enhancement of work related skills  5.3 Formulate an action plan for meeting career goals |

| **Required Skills and Knowledge** |
| --- |
| This describes the essential skills and knowledge and their level, for this unit. |
| * communication skills to undertake assessment * writing skills to document work routine * This module is included as an elective for use at four levels of the Certificates in General Education of Adults. It may be contextualised to suit the needs and skills of learners in courses from Certificate I Introductory to Certificate III. Therefore, the underpinning skills and knowledge required are those listed in the Reading and Writing Core Skills Units at the Certificate level in which the module is being delivered. |

| **Range Statement** | |
| --- | --- |
| The Range Statement relates to the unit of competency as a whole. It allows for different situations that may affect performance, e.g. access to resources; regional contexts. Bold italicised wording in the Performance Criteria is detailed below. | |
| ***Placement requirements*** may include | * complete required forms * obtain necessary permission signatures * comply with OHS requirements |
| ***Employer expectations*** may include | * attendance times * breaks * advising absence * duties * reporting relationships |
| ***Workplace communications*** may include | * memos * letters * notices/signage * email * personal communication * operating procedures * equipment manuals |
| ***Occupational Health and Safety requirements*** may include | * OH&S legislation * codes of practice * anti discrimination * industrial relations * seating * manual handling * hazard identification * PPE – personal protective equipment * dangerous goods * personal safety requirements |
| ***Record experience*** may include | * log book * employer report * statement of duties * journal |

| **Evidence Guide** | |
| --- | --- |
| The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission. | |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | * evidence of the ability to plan, organise and participate in a work placement program * evidence of the ability to source workplace information * evidence of the ability to respond to and interpret a * range of workplace instructions and seek assistance as appropriate * evidence of the ability to evaluate a practical placement   In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:   * the knowledge and skill requirements of this unit |
| **Context of and specific resources for assessment** | * assessment of performance requirements in this unit is best undertaken in a workplace |
| **Guidance information for assessment** | A range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of:   * a learning environment appropriate to the assessment task * appropriate support allowing for full participation   Appropriate assessment strategies include:   * portfolios, for example: * collections of samples compiled by the learner * direct observation, for example: * real time activities * third party feedback, for example: * reports from other teachers or support workers * peer feedback * self assessment |

**Competency Title Planning a future career**

**SA Code NYSX**

**Nominal Hours** 30

**Field of Education** 120501 – Career Development Programmes

**Unit Descriptor** This unit covers skills and knowledge required in planning for future work or further study.

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of employability skills. The qualification’s employability skills summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Appendix A.

**Application of the Unit** This unit provides the learner with skills and knowledge necessary to explore personal strengths and interests identifying barriers and formulating a future plan.

It is recommended that this unit is considered for holistic delivery and assessment with other supporting units from work related study electives:

PXMC Becoming Job Ready

VBQU171 Participate in a practical placement

| **Element** | **Performance Criteria** |
| --- | --- |
| 1. Identify changes in work and employment over time | 1.1 Identify changes in ***employment including trends***, growth areas and ***different forms of employment***  1.2 Explain differences between ***employment conditions*** |
| 2. Investigate own interests and possibilities for employment | 2.1 Identify ***strengths and interests***  2.2 Complete ***vocational self assessments*** relating to employment possibilities |
| 3. Consider barriers to access chosen employment fields | 3.1 ***Identify barriers*** which may impact on employment or study pathways |
| 4. Prepare a plan for employment and/or further study | 4.1 ***Types of evidence*** are identified  4.2 ***Purpose of a plan*** are discussed  4.3 ***Actions are determined*** for employment and/or study goals |

| **Underpinning Skills and Knowledge** |
| --- |
| ACSF level indicators  The required outcomes described in this unit of competency relate directly to the Australian Core Skills Framework (ACSF)  ASCF learning, reading, writing and oral communication and mathematical strategies at level 2 is recommended entry level to undertake this unit.  2.01 Demonstrates some awareness of learning strengths and areas of need, and begins to plan and manage the learning process  2.04 Uses a number of reading strategies to identify and interpret relevant information within familiar text types |

| **Range of Variables** | |
| --- | --- |
| Includes but is not restricted to: | |
| ***employment including trends:*** | * identify changing nature of work and social changes that influence work opportunities * labour market trends * location of information relevant to positions sought |
| ***different forms of employment:*** | * new apprenticeships * group training schemes * casual * contract * permanent * tenders * sub-contract * community participation * future new careers |
| ***employment conditions:*** | * conditions of employment * industrial awards * equal opportunity legislation * OHS&W obligations in the workplace * unions |
| ***vocational self assessments:*** | * online employment assessment * job network providers * employer directories * complete surveys, research employment opportunities and possibilities for work * paper based * e-portfolio * interview settings * vocational placement feedback * alternative selection techniques |
| ***strengths and interests:*** | * examine own interests and suitability for a range of possible future pathways |
| ***identify barriers:*** | * employability skills * literacy numeracy * disability * current life circumstances such as physical, mental emotional or social constraints * cultural differences * age * multiple roles and responsibilities * consider social and personal factors which influence work opportunities |
| ***types of evidence***: | * summary of work which demonstrates direction of future may include: * actions and activities to be undertaken * negotiation and development of short term and long term goals * timelines |
| ***purpose of a plan:*** | * document employability skills * record possible employment and/or study options * provide evidence for CV |
| ***actions are determined:*** | * opportunity to plan on strategies for future goals |

| **Evidence Guide** | |
| --- | --- |
| ***critical aspects for assessment and evidence required to demonstrate competency in this unit:*** | * research employment options and further study goals documented in a plan, to be reviewed and discussed over the course of the training * to be used together with other work/study units where appropriate |
| ***context of and specific resources for assessment:*** | * access to computers and the internet where appropriate * access tor real texts in context * telephones |
| ***method of assessment:*** | * portfolio examples * journal/logbook * samples supporting documentation * collections * questioning * interviews * self – assessment * verbal questioning * direct observation * third party feedback |
| ***guidance information for assessment:*** | * if a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate competency normally demonstrated through the spoken word, e.g. Auslan (Australian sign language) |

**Competency Title Present to a group**

**SA Code** NYSL

**Nominal Hours** 20

**Field of Education** 120103 Literacy and Numeracy Programs

**Unit Descriptor** The focus of the unit is to introduce and develop presentation skills for utilisation within familiar and some unfamiliar contexts

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of employability skills. The qualification’s employability skills summary, in which this unit is included, will assist in identifying employability skill requirements. The summary is included in Appendix A.

**Application of Unit** This unit provides the learner the opportunity to build presentation skills and develop public speaking abilities while utilising a variety of media forms.

Learners may benefit from participation with the unit *Communicate effectively* before attempting this unit.

| **Element** | **Performance Criteria** |
| --- | --- |
| 1. Prepare to give a presentation | 1.1 Analyse presentations for type and structure  1.2 Decide on topic and allocate time for research and to prepare for the presentation  1.3 Select content of talk to suit ***presentation*** ***purpose***, ***audience*** and ***venue***  1.4 Organise content in logical sequence and structure  1.5 Arrange ***talk notes***  1.6 Select appropriate supporting materials |
| 2. Practise the presentation | 2.1 ***Public speaking techniques*** are practised  2.2 Allocate time for the talk  2.3 Coordinate talk with supporting aids |
| 3. Give the presentation | 3.1 Speak in a clear, concise manner, avoiding distracting interruptions  3.2 Answer questions tactfully and in a timely manner  3.3 Demonstrate non verbal language appropriate to audience and environment  3.4 Demonstrate confidence and poise during presentations |

| **Underpinning Skills and Knowledge** |
| --- |
| Australian Core Skills Framework level indicators  The required outcomes described in this unit of competency relate directly to the Australian Core Skills Framework (ACSF)  ASCF learning, reading, writing and oral communication strategies at level 2 is recommended entry level to undertake this unit.  2.01 Demonstrates some awareness of learning strengths and areas of need and begins to plan and manage the learning process  2.02 Applies a limited range of learning strategies in structured and familiar contexts  2.03 Identifies and interprets relevant information and ideas within familiar contexts  2.04 Uses a number of reading strategies to identify and interpret relevant information within familiar text types  2.05 Conveys intended meaning on familiar topics for a limited range of purposes and audiences  2.06 Produces familiar text types using simple vocabulary, grammatical structures and conventions  2.07 Uses every day language to provide information or maintain a conversation in familiar spoken contexts  2.08 Listens (or signs) for relevant information in oral texts across familiar contexts  Works independently in a supported environment |

| **Range of Variables** | |
| --- | --- |
| Includes but is not restricted to: | |
| ***presentation purpose:*** | * to report * to entertain * to speak at formal traditional ceremonies * to inform * to instruct * to confirm knowledge * to apply for a position: * work * committee |
| ***audience:*** | * students and teachers * peers * interest groups * friends and family |
| ***venue:*** | * small room * world wide web, eg: * video publishing * voice over internet protocols, eg: * Skype * Centra * video conferencing * auditorium * hall * classroom * outside event |
| ***talk notes:*** | * cue cards * PowerPoint presentations * mind maps * transcripts |
| ***public speaking techniques:*** | * appropriate projection * variable tone * pitch, pace, phrasing and rhythm * audience participation * rhetorical questions * use of humour * use of support material, eg: * visuals |

| **Evidence Guide** | |
| --- | --- |
| ***critical aspects and evidence required to demonstrate competency in this unit:*** | * learners will make a presentation(s) which demonstrate awareness of the need to vary structure, register, style, tone and vocabulary to meet requirements of audiences, context and purpose * in addition to integrated demonstration of the elements and their related performance criteria, have evidence that confirms: * the knowledge requirements of this unit * the skill requirements of this unit |
| ***context of assessment:*** | * a range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of: * a learning environment appropriate to the assessment task * appropriate support allowing for full participation * computer hardware and software, if appropriate |
| ***consistency of performance:*** | * this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range statements and contexts |
| ***resource implications:*** | * assessment of performance requirements in this unit is best undertaken using resources of relevance to the learners learning needs * access to real texts in context * research facilities, eg: * library * computer with internet access |
| ***guidance information for assessment:*** | * if a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate competency normally demonstrated through the spoken word, eg Auslan |

**Competency Title Read and respond to technical texts**

**SA Code** NYSM

**Nominal Hours** 20

**Field of Education** 120103 Literacy and Numeracy Programs

**Unit Descriptor** The focus of the unit is on the enhancement of reading skills to comprehend and respond to technical texts of a range of complexity

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of employability skills. The qualification’s employability skills summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Appendix A.

**Application of Unit** This unit providers the learner with skills and knowledge necessary to interpret and analyse a range of texts independently which are relevant to further learning purposes.

It will extend reading skills to enable interpreting texts with unfamiliar features. These skills will provide the foundation for future activities associated with interpreting, analysing and evaluating more complex and unfamiliar texts.

| **Element** | **Performance Criteria** |
| --- | --- |
| 1. Read technical texts to acquire information | 1.1 Clarify ***text type***  1.2 Skim/scan for specific key data  1.3 Identify the sequential steps within a technical text |
| 2. Apply strategies for reading and comprehending technical data | 2.1 Use ***organisational features*** to locate relevant information  2.2 Decode ***specialised vocabulary and terminology***  2.3 Identify main ideas and supporting details  2.4 Read diagrams, maps, charts and graphs  2.5 Interpret ***visual representations***  2.6 Identify cause and effect  2.7 Engage ***support texts*** where necessary |
| 3. Respond to technical texts | 3.1 Follow written directions of a text  3.2 Apply listening, speaking and non verbal communication skills to understand a text  3.3 Select ***modes of communication*** appropriate to specific technical tasks  3.4 Evaluate validity of the text |

| **Underpinning Skills and Knowledge** |
| --- |
| Australian Core Skills Framework indicator levels  The required outcomes described in this unit of competency relate directly to the Australian Core Skills Framework (ACSF).  ASCF learning, reading, writing and oral communication strategies at level 2 is recommended entry level to undertake this unit.  2.01 Demonstrates some awareness of learning strengths and areas of need and begins to plan and manage the learning process  2.02 Applies a limited range of learning strategies in structured and familiar contexts  2.03 Identifies and interprets relevant information and ideas within familiar contexts  2.04 Uses a number of reading strategies to identify and interpret relevant information within familiar text types  2.05 Conveys intended meaning on familiar topics for a limited range of purposes and audiences  2.06 Produces familiar text types using simple vocabulary, grammatical structures and conventions  2.07 Uses every day language to provide information or maintain a conversation in familiar spoken contexts  2.08 Listens (or signs) for relevant information in oral texts across familiar contexts  Works independently in a supported environment |

| **Range of Variables** | |
| --- | --- |
| ***text type*** *may be****:*** | * instructions * directions * manuals * standard operating procedures (SOPs) * study texts |
| ***organisational features may include:*** | * headings * subheadings * dot points * references * arrows * flow charts * mapping |
| ***specialised vocabulary and terminology*** *used in technical texts may be recognised in the text:* | * as words with Greek or Latin base forms * as clues defined in the text, written bold, inverted commas or italics, or in a diagram   + often repeated within specialised text, indicating its importance * as terminology which may be an inaccurate translation from another language |
| ***visual representations:*** | * keys * legends * symbols * Icons |
| ***support texts:*** | * dictionaries * glossaries * help manuals |
| ***modes of communication*** *may include:* | * written: * instruction * reports * forms * workplace writing * response to study questions * oral: * instruction * clarification * presentation * computer based responses * surveys * data entry * gestures * visuals * standard operating procedures |

| **Evidence Guide** | |
| --- | --- |
| Learners will read texts to meet a range of technical purposes and respond to information clearly and accurately. | |
| ***critical aspects and evidence required to demonstrate competency in this unit:*** | * learners will read texts to meet a range of technical purposes and respond to information clearly and accurately * evidence that technical texts have been read and responded to on at least three occasions including once with minimal assistance |
| ***context of assessment:*** | * a range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of: * a learning environment appropriate to the assessment task * appropriate support allowing for full participation * computer hardware and software, if appropriate |
| ***consistency of performance:*** | * this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts |
| ***resource implications:*** | * assessment of performance requirements in this unit is best undertaken using resources of relevance to the learner‘s learning needs: * access to real texts in context * workplace learning * research facilities, eg: * library * computer with internet access |
| ***guidance information for assessment:*** | * if a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate competency normally demonstrated through the spoken word, eg Auslan |

**Competency Title Read texts independently**

**SA Code** NYSA

**Nominal Hours** 40

**Field of Education** 120103 Literacy and Numeracy Programs

**Unit Descriptor** The focus of the unit is on the development of general reading skills to engage with a range of texts of some complexity for both personal purposes and for communication with others

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of employability skills. The qualification’s employability skills summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Appendix A.

**Application of Unit** This unit providers the learner with skills and knowledge necessary to interpret and analyse a range of texts independently which are relevant to further learning purposes. It will extend reading skills to enable interpreting texts with unfamiliar features. These skills will provide the foundation for future activities associated with interpreting, analysing and evaluating more complex and unfamiliar texts

| **Element** | **Performance Criteria** |
| --- | --- |
| 1 Use reading skills to understand texts that meet a range of purposes | 1.1 Recognise that knowledge and experiences will influence understanding of texts  1.2 Recognise that the meaning in texts can be implied as well as explicitly stated  1.3 Recognise how language and other textual features are used to achieve different purposes  1.4 Select reading rate for purpose and difficulty of material  1.5 Identify the main ideas and key points  1.6 Use organisational and structural features to locate information  1.7 Infer the meaning of unfamiliar words from the context  1.8 Link written text and visual representations within a text to create meaning  1.9 Relate knowledge and experience to the interpretation of a text |
| 2. Apply reading skills to a range of texts relevant to a project | 2.1 Use appropriate reading strategies to find and obtain information from a range of texts  2.2 Locate texts  2.3 Evaluate texts for usefulness to project  2.4 Interpret and note/summarise texts for project purpose appropriately  2.5 Present project |

| **Underpinning Skills and Knowledge** |
| --- |
| Australian Core Skills Framework level indicators  The required outcomes described in this unit of competency relate directly to the Australian Core Skills Framework (ACSF)  ASCF learning, reading, writing and oral communication strategies at level 2 is recommended entry level to undertake this unit.  2.01 Demonstrates some awareness of learning strengths and areas of need and begins to plan and manage the learning process  2.02 Applies a limited range of learning strategies in structured and familiar contexts  2.03 Identifies and interprets relevant information and ideas within familiar contexts  2.04 Uses a number of reading strategies to identify and interpret relevant information within familiar text types  2.05 Conveys intended meaning on familiar topics for a limited range of purposes and audiences  2.06 Produces familiar text types using simple vocabulary, grammatical structures and conventions  2.07 Uses every day language to provide information or maintain a conversation in familiar spoken contexts  2.08 Listens (or signs) for relevant information in oral texts across familiar contexts  Works independently in a supported environment |

| **Range of Variables** | |
| --- | --- |
| Includes but is not restricted to: | |
| ***textual features:*** | * textual features may include a range of clear structures and a number of linked paragraphs * examples may include: * facts and opinions * arguments with supporting evidence * emotive and persuasive language * explicit or implicit author bias * instructions and processes * summaries or recommendations * features of informative texts may include * use of impersonal tone * use of numbered outlines * use of discourse markers * author’s views may be expressed as facts, abstract ideas, processes and descriptions * features of narrative texts may include: * a chronological sequence of events, orientation, complication, resolution * use of descriptive language, variations in author’s voice * features of procedural texts may include: * sequential steps required to achieve goals * support of diagrams, icons, symbols * features of transactional texts may include: * letters with formal opening, statement of purpose, details, request, action required, formal close * explicit navigation features, eg, headings, table of contents, site map/menus, numbered contents, dot points * information which summarises data formatted into a table or * chart of a number of columns and rows newsletters/ advertisements with supporting visual material |

| **Evidence Guide** | |
| --- | --- |
| ***critical aspects and evidence required to demonstrate competency in this unit:*** | * learners will be able to locate personally relevant information in general texts and read, interpret and evaluate texts of some complexity * learners will choose a topic of personal interest or related to another unit and demonstrate that they have read at least 5 texts relevant to their personal project and identified at least one text which, while related to the topic, is not relevant to the project * prose texts at this level typically contain a number of linked paragraphs * in addition to integrated demonstration of the elements and their related performance criteria, have evidence that confirms: * the knowledge requirements of this unit * the skill requirements of this unit * where performance criteria include a list of concepts or knowledge (e.g. inference, bias, summary) it is assumed that most of these will be included as part of the teaching/learning program. It is not envisaged that all the listed items be assessed individually – competence in one or two being sufficient evidence that the criterion can be met * students will demonstrate competency when they: * apply word recognition strategies, such as contextual clues, word analysis and structure strategies * apply reading rate strategies and techniques to match purpose and difficulty of written materials * infer meaning from written text * identify stated/implied main idea, major details, minor details * identify inferences * draw conclusions * make predictions * determine author’s point of view and tone * identify sentence/paragraph pattern relationships such as cause/effect, comparison/contrast, simple listing/process, definition * summarise information gained from processing written material(s) |
| ***context of assessment:*** | * a range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of: * a learning environment appropriate to the assessment task * appropriate support allowing for full participation * computer hardware and software, if appropriate * appropriate assessment strategies include: direct observation, questioning: * verbal questioning * interviews * self-assessment * online responses * portfolios, for example: * collections of samples compiled by the learner in a journal/log book * third party feedback * reports from other teachers or support workers * peer feedback |
| ***consistency of performance:*** | * this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts |
| ***resource implications:*** | * assessment of performance requirements in this unit is best undertaken using resources of relevance to the learner‘s learning needs: * access to real texts in context * research facilities, e.g., library, computer with internet access |
| ***guidance information for assessment:*** | * if a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate competency normally demonstrated through the spoken word, eg Auslan |

**Unit Code** VBQU183

**SA Code NYWD**

**Unit Title Research chemicals and change**

**Nominal Hours** 20

**Unit Descriptor** The focus of this unit is on developing the skills and knowledge to describe the characteristics and behaviour of matter. This includes developing the skills and knowledge to use the scientific and evidence based approach to safely set up and perform investigations or experiments

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification’s Employability Skills Summary, in which this unit is included, will assist in identifying employability skill requirements. The summary is included in Appendix A.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

**Application of Unit** People seeking to improve their educational and vocational participation options in the science field will need to acquire a range of skills and knowledge, including science concepts from a range of branches of science. The unit provides the learner with the skills and knowledge necessary to apply scientific knowledge relating to community life and to interpret every day life and the environment from a scientific perspective.

It is also recommended that the application is integrated with other units.

Where activities involve working with laboratory or equivalent facilities, the unit *BSBCMN106A Follow workplace safety procedures* is a co-requisite

| **Element** | **Performance Criteria** |
| --- | --- |
| Elements describe the essential outcomes of a unit of competency | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range statement.  Assessment of performance is to be consistent with the evidence guide. |
| 1 Describe the characteristics and behaviour of matter | 1.1 ***Atomic Theory*** is outlined  1.2 ***Contribution of Atomic Theory*** to investigating and understanding the chemical world is researched  1.3 The ***periodic table and aspects of structure*** are explained  1.4 ***Common reactions using formulae and balanced equations*** are identified |
| 2 Research current scientific thinking about chemicals in our environment and life | 2.1 A personally relevant context where the chemical behaviour of matter has impacted on their life is investigated  2.2 Scientific basis of behaviour of matter is investigated |
| 3 Undertake investigations on familiar chemicals and their characteristics and behaviour | 3.1 ***Experiments/investigations*** are performed safely  3.2 ***Findings of the investigation*** are presented using ***appropriate scientific terminology*** |

| **Required Skills and Knowledge** |
| --- |
| This describes the essential skills and knowledge and their level, required for this unit |
| * a repertoire of reading strategies, including the ability to interpret and analyse a series of connected paragraphs * a broad knowledge of vocabulary to support comprehension * critical analysis skills * understanding that a text reflects an author’s culture, experiences and value system * verbal skills to discuss scientific investigations * communication skills to undertake assessment |

| **Range Statement** | |
| --- | --- |
| The Range Statement relates to the unit of competency as a whole. It allows for different situations that may affect performance, e.g. access to resources, regional contexts. Bold italicised wording in the Performance Criteria is detailed below. | |
| *Outlining* ***Atomic Theory*** *includes:* | * atoms in terms of protons, neutrons, electrons * the electronic configuration of common elements |
| *Researching the* ***contribution of Atomic Theory*** *may include:* | * relating the physical properties of a substance to the strength of forces between constituent particles * describing the characteristics, chemical reactions and usefulness to society of some metals, non-metals, acids and bases, and/or common compounds involving carbon, hydrogen and oxygen |
| *Explanation of the* ***periodic table and aspects of structure*** *may include:* | * investigating the basic periodic table, groups and/or periods, structure of atoms, elements * describing the similar characteristics of groups of elements in the periodic table * relating the main group structure of the periodic table to the number of electrons in the outer shell of atoms * recognising that the periods of the periodic table relate to the shells of the atom * using the periodic table to identify groups of chemically similar elements and describe the basis of this grouping |
| ***Common reactions using formulae and balanced equations*** may include: | * representing chemical change using chemical symbols and formulae * assigning symbols to represent the physical state of reactants and products * interpreting and representing chemical reactions, using word equations * explaining how balanced chemical equations represent the conservation of the numbers of atoms of each element involved in a chemical reaction * reporting on the production, uses and impact on society of a chosen substance |
| ***Experiments/investigations*** *involve:* | * using the scientific and evidence based approach (i.e. to establish the initial question, set up an experiment or investigation and analyse and/or evaluate the results) * performing under supervision * individual or team based work * investigating the reactions of metals with water and diluting acids and placing the metals in order of reactivity * investigating the effect of different grain size of an effervescent tablet compared to a spoonful of powder on the rate of production of bubbles when mixing it with water * constructing a timeline of the discovery of the elements and suggesting reasons for the difficulty in identifying more recently isolated elements * separating the components of various food dyes or plant pigments, using chromatography * analysing a common chemical reaction using formulae and balanced equations * explaining the history, purpose or arrangement of the periodic table * describing and modelling the changes of states in water using appropriate concepts and terminology * preparing a report on some scientists influential in the development of ideas about chemical behaviour * investigating and discussing changes that accompany rusting, and explaining why the rust is described as a new and different substance * depicting, using appropriate diagrams, how atoms rearrange into different molecules as a result of a chemical reaction * research alchemy |
| ***Findings of the investigation*** *may be presented:* | * using every day language and a moderate vocabulary of scientific language to talk, write or present informal or short formal reports about chemicals and change * presenting the information symbolically(e.g. formulae of common substances such as CO2), diagrammatically or pictorially * identifying and interpreting trends or conclusions in the information/data |
| ***Appropriate scientific terminology*** *can include:* | * language of lab report -aim, method, observations and result, discussion and conclusion * terminology including atomic particles, atomic number, atomic weight, electronic configuration; metals and nonmetals |

| **Evidence Guide** | |
| --- | --- |
| The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission | |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | * the learner can use appropriate scientific terminology to describe the characteristics and behaviour of matter and the scientific underpinnings * the learner can conduct investigations and experiments and present the outcomes. * competency is demonstrated on a minimum of three occasions using any of the assessment methods outlined below   In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:   * the knowledge requirements of this unit * the skill requirements of this unit |
| **Context of and specific resources for assessment** | * access to computers and the internet where appropriate * access to a local library * laboratory facilities or adequate equivalent facilities such as a kitchen where water, heat source and proper ventilation are available where appropriate for the activities |
| **Guidance information for assessment** | A range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of:   * a learning environment appropriate to the assessment task * appropriate support allowing for full participation * computer hardware and software, if appropriate * relevant written resources and materials (e.g. explanatory notes, texts, selected extracts, WWW access, etc.) * support from mentor/teacher and advice/modelling should be readily available and recourse to first/other language is acceptable   Appropriate assessment strategies include   * direct observation of real time activities and activities in a simulated environment, recorded in teacher observation schedule * questioning, for example: * verbal questioning (verbal descriptions, every day language and gestures may be used for explanations, answers and interpretations) * interviews * online responses * self-assessment * written questioning * portfolios, for example: * collections of samples compiled by the candidate * product with supporting documentation * self-assessment sheets * journal/log book/reflections * diagrams, models, pictures created by the learner * written reports of investigations or problem-solving activities * third party feedback, for example: * reports from other teachers or support workers |

**Unit Code** VBQU184

**SA Code NYWE**

**Unit Title Research energy, force and matter**

**Unit Descriptor** The focus of this unit is on developing the skills and knowledge to describe the interactions between energy and matter in our physical world. This includes developing the skills and knowledge to use the scientific and evidence based approach to safely set up and perform investigations or experiments.

**Nominal Hours** 20

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification’s Employability Skills Summary, in which this unit is included, will assist in identifying employability skill requirements. The summary is included in Appendix A.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

**Application of Unit** People seeking to improve their educational and vocational participation options in the science field will need to acquire a range of skills and knowledge, including science concepts from a range of branches of science. The unit provides the learner with the skills and knowledge necessary to apply scientific knowledge relating to community life and to interpret every day life and the environment from a scientific perspective.

It is also recommended that the application is integrated with other units.

Where activities involve working with laboratory or equivalent facilities, the unit *BSBCMN106A Follow workplace safety procedures* is a co-requisite.

| **Element** | **Performance Criteria** |
| --- | --- |
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. |
| 1 Describe the interactions between energy and matter in our physical world | 1.1 The ways in which different forces act together to affect the motion of objects in a straight line is clarified  1.2 The nature and ***behaviours of light*** are outlined  1.3 Electricity, the operation of familiar electrical devices and the effects of ***electronic components*** are discussed |
| 2 Research current scientific thinking about energy and matter and its application | 2.1 ***Scientific basis of the laws of motion and/or other energy transformation*** is investigated  2.2 The impact of energy and matter on personal and/or local/global communities is identified |
| 3 Undertake investigations on applications of the laws of motion and/or other energy transformation | 3.1 ***Simple experiments***/***investigations*** are performed safely  3.2 ***Findings of the investigation*** are presented using ***appropriate scientific terminology*** |

| **Required Skills and Knowledge** |
| --- |
| This describes the essential skills and knowledge and their level, for this unit.   * a repertoire of reading strategies, including the ability to interpret and analyse a series of connected paragraphs * a broad knowledge of vocabulary to support comprehension * critical analysis skills * understanding that a text reflects an author’s culture, experiences and value system * verbal skills to discuss scientific investigations * communication skills to undertake assessment |

| **Range Statement** | |
| --- | --- |
| The Range Statement relates to the unit of competency as a whole. It allows for different situations that may affect performance, e.g. access to resources; regional contexts. Bold italicised wording in the Performance Criteria is detailed below. | |
| ***Behaviours of light*** *may include:* | * shadow formation * reflection - specular and diffuse * refraction * introduction to colour as frequency of light * absorption |
| ***Electronic components*** *may include:* | * switches * batteries * globes * resistors |
| *Ways in which the* ***scientific basis of the laws of motion and/or other energy transformation*** *could be investigated include:* | * investigating the effects of speed or surface on braking distance * investigating the purpose of lowering of the speed limit on the roads * constructing a solar cooker, using a curved reflector * using a light box to investigate the path of light through lenses * using iron filings to observe and record magnetic field patterns of magnets of various shapes and combinations * investigating the electromagnetic spectrum including radio waves, infrared, microwaves * building or dismantling a simple electric motor and investigate the condition under which it works best * considering the conservation of energy principles in terms of transfer and transformation of energy in simple familiar activities * explaining the movements of an aircraft as the result of interactions between lift, weight, thrust and drag * explaining the structure and operation of an electromagnet using diagrams * using a prism to provide an explanation of how a rainbow is formed * linking the relationship between stopping distance and speed to issues of speed limits and road safety * describing the similarities and differences in the way light, heat and sound are transmitted |
| ***Experiments/investigations*** *may include:* | * using the scientific and evidence based approach (i.e. to establish the initial question, set up an experiment or investigation and analyse and/or evaluate the results) * performing under supervision * individual or team based work * following OH & S processes * processes at a power station to produce electricity * processes in using a bicycle and dynamo to produce light * identifying the steps involved in electricity at the Snowy Mountain hydro-electric plant |
| ***Findings of the investigation*** *may be presented:* | * using every day language and a moderate vocabulary of scientific language to talk, write or present informal or short formal reports about the main characteristics of living things * presenting the information diagrammatically or pictorially * identifying and interpreting trends or conclusions in the information |
| ***Appropriate scientific terminology*** *can include:* | * language of lab report -aim, method, observations and result, discussion and conclusion. * Terminology could include:   + - * + speed, acceleration, velocity (motion in a straight line)         + refraction, reflection; convection, conduction, radiation, frequency, wave length         + unique effects- e.g. Bernoulli effect;         + electromagnetism; gravity, nuclear         + force, mass, energy;         + gears, levers, pulleys; simple machines, electric motor, circuits, switch, batteries, globes, resistors |

| **Evidence Guide** | |
| --- | --- |
| The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission. | |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | * the learner can use appropriate scientific terminology to describe the interactions between energy and matter in our physical world and the scientific underpinnings * the learner can conduct simple investigations and experiments and present the outcomes * competency is demonstrated on a minimum of three occasions using any of the assessment methods outlined below   In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:   * the knowledge requirements of this unit * the skill requirements of this unit |
| **Context of and specific resources for assessment** | * access to computers and the internet where appropriate * access to a local library * laboratory facilities or adequate equivalent facilities such as a kitchen where water, heat source and proper ventilation are available where appropriate for the activities |
| **Guidance information for assessment** | A range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of:   * a learning environment appropriate to the assessment task * appropriate support allowing for full participation * computer hardware and software, if appropriate. * relevant written resources and materials (eg explanatory notes, texts, selected extracts, WWW access, etc) * support from mentor/teacher and advice/modelling should be readily available and recourse to first/other language is acceptable.   Appropriate assessment strategies include:   * direct observation of real time activities and activities in a simulated environment, recorded in teacher observation schedule * questioning, for example:   + - * + verbal questioning (verbal descriptions, every day language and gestures may be used for explanations, answers and interpretations)         + interviews         + online responses         + self-assessment         + written questioning * portfolios, for example:   + - * + collections of samples compiled by the candidate         + product with supporting documentation         + self-assessment sheets         + journal/log book/reflections         + diagrams, models, pictures created by the learner * written reports of investigations or problem-solving activities * third party feedback, for example:   + - * + reports from other teachers or support workers |

**Unit Code** VBQU180

**SA Code NYWB**

**Unit Title Research living things**

**Nominal Hours** 20

**Unit Descriptor** The focus of this unit is on developing the skills and knowledge to describe the main characteristics of living things and develop an overview of the classification system. This includes developing the skills and knowledge to use the scientific and evidence based approach to safely set up and perform investigations or experiments

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification’s Employability Skills Summary, in which this unit is included, will assist in identifying employability skill requirements. The summary is included in Appendix A.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

**Application of Unit** People seeking to improve their educational and vocational participation options in the science field will need to acquire a range of skills and knowledge, including science concepts from a range of branches of science. The unit provides the learner with the skills and knowledge necessary to apply scientific knowledge relating to community life and to interpret every day life and the environment from a scientific perspective

It is also recommended that the application is integrated with other units

Where activities involve working with laboratory or equivalent facilities, the unit BSBCMN106A Follow workplace safety procedures is a co-requisite

| **Element** | **Performance Criteria** |
| --- | --- |
| Elements describe the essential outcomes of a unit of competency | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range statement.  Assessment of performance is to be consistent with the evidence guide. |
| 1 Describe the main characteristics of living things and develop an overview of the classification system | 1.1 The ***main characteristics of living things*** are identified  1.2 ***Scientific basis of characteristics of living things*** is ***investigated***  1.3 The ***ways living things obtain, transport and use nutrients and water*** is explained |
| 2 Apply the essential elements of a classification system | 2.1 A personally relevant context where the characteristics of living things or the classification system have impacted is identified  2.2 The current ***classification system for explaining the diversity of life*** is investigated  2.3 The classification system is applied to animals and/or plants |
| 3 Research characteristics of living things | 3.1 ***Experiments***/***investigations*** are performed safely  3.2 Findings of the investigation are ***presented*** using ***appropriate scientific terminology*** |

| **Required Skills and Knowledge** |
| --- |
| This describes the essential skills and knowledge and their level, required for this unit |
| * a repertoire of reading strategies, including the ability to interpret and analyse a series of connected paragraphs * a broad knowledge of vocabulary to support comprehension * critical analysis skills * understanding that a text reflects an author’s culture, experiences and value system * verbal skills to discuss scientific investigations * communication skills to undertake assessment |

| **Range Statement** | |
| --- | --- |
| The Range Statement relates to the unit of competency as a whole. It allows for different situations that may affect performance, e.g. access to resources, regional contexts. Bold italicised wording in the Performance Criteria is detailed below. | |
| *Identifying* ***the main characteristics of living things*** *may include:* | * main accepted characteristics by science such as: * living things are made up of cells with DNA * living things reproduce * living things grow * characteristics investigated such as the following: * the features of the main parts of the following systems and explain how they carry out their functions * the organ and system level of animals * the 11 systems in humans including endocrine and immune (lymph) * similar systems in plants * processes such as digestion, respiration, circulation, excretion, reproduction, protection could be introduced compared and contrasted in various living things * major structural components of cells as viewed at light microscope level * the function of cells from their observable features * organisational relationships between organs, tissues, cells and systems (in plant or animal) * interrelation of plants and animals * cellular level: cell wall, membrane, nuclear membrane, nucleus, DNA, chloroplasts * tissue level: cells organized into tissues such as bone, nervous (brain, sensory, responsive), muscle, skin or vascular systems in plants |
| ***Scientific basis of characteristics of living things*** may be ***investigated*** *by:* | * using the characteristic of reproduction to compare and contrast bacterium and virus commenting on current view that virus is non-living * using basic sampling procedures to describe field experiments * using a light microscope and develop an understanding of magnitude and range involved in investigating living things * devising and carrying out experiments to investigate the function of particular systems or parts * developing skills and practices in care and handling of equipment and organic materials * reporting on the work of a taxonomist in an herbarium or museum and why such work is important |
| *The* ***ways living things obtain, transport and use nutrients and water*** *could be explained by:* | * describing the mechanical and chemical processes of digestion * describing the role of the circulatory system in transporting the products of digestion to cells * illustrating the pathway taken by water and minerals from the soil to the leaves of a flowering plant * identifying the categories of inorganic and organic * nutrients required by plants and animals and the uses to which they are put * comparing the processes of nutrient uptake in heterotrophs and autotrophs using diagrams |
| *A* ***classification system for explaining the diversity of life*** *could be investigated by* | * identifying patterns of similarities and differences between a range of living things * defining the major characteristics used in the 5-kingdom system of classification * explaining why particular sets of features, for example colour, movement and structural features, are useful or not useful to sort organisms using dichotomous keys * investigating the use of the classification of living things in the workplace or other areas, e.g. the identification of plants or animals that are banned or illegally imported to Australia * investigating useful and non useful features of organisms for use in a classification hierarchy * using a variety of keys to classify organisms, e.g. dichotomous * discussing similarities and differences of the variety of cells of living things * preparing a poster display of the variety of living things using the current model for classification and including the key features of each group |
| ***Experiments/investigations*** *may be performed:* | * using the scientific and evidence based approach (i.e. to establish the initial question, set up an experiment or investigation and analyse and/or evaluate the results) * under supervision * following a prepared investigation and/or setting up own investigation * by an individual or a team * following OHS requirements |
| *Findings may be* ***presented****:* | * using every day language and a moderate vocabulary of scientific language to talk, write or present informal or short formal reports about the main characteristics of living things * presenting the information diagrammatically or pictorially * identifying and interpreting trends or conclusions in the information |
| ***Appropriate scientific terminology*** *can include:* | * language of Lab report -aim, method, observations and result, discussion and conclusion * specific terminology such as would be used for: * cells and cellular parts * tissues such as bone, nervous muscle, skin or * various systems in plants/animals e.g. vascular systems * reproduction in simple plants and animals |

| **Evidence Guide** | |
| --- | --- |
| The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission | |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | * the learner can use appropriate scientific terminology to describe the main characteristics of living things and develop an overview of the classification system, and the scientific underpinnings * the learner can conduct investigations and experiments and present the outcomes * competency is demonstrated on a minimum of three occasions using any of the assessment methods outlined below   In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:   * the knowledge requirements of this unit * the skill requirements of this unit |
| **Context of and specific resources for assessment** | * access to computers and the internet where appropriate * access to a local library * laboratory facilities or adequate equivalent facilities such as a kitchen where water, heat source and proper ventilation are available where appropriate for the activities |
| **Guidance information for assessment** | A range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of:   * a learning environment appropriate to the assessment task * appropriate support allowing for full participation * computer hardware and software, if appropriate * relevant written resources and materials (e.g. explanatory notes, texts, selected extracts, WWW access, etc.) * support from mentor/teacher and advice/modelling should be readily available and recourse to first/other language is acceptable   Appropriate assessment strategies include   * direct observation of real time activities and activities in a simulated environment, recorded in teacher observation schedule * questioning, for example: * verbal questioning (verbal descriptions, every day language and gestures may be used for explanations, answers and interpretations) * interviews * online responses * self-assessment * written questioning * portfolios, for example: * collections of samples compiled by the candidate * product with supporting documentation * self-assessment sheets * journal/log book/reflections * diagrams, models, pictures created by the learner * written reports of investigations or problem-solving activities * third party feedback, for example: * reports from other teachers or support workers |

**Unit Code** VBQU179

**SA Code NYWA**

**Unit Title Research science in the community**

**Unit Descriptor** The focus of this unit is on developing the scientific skills and knowledge to research and report on the impact of science and technology on our way of life and to examine scientific issues in the community.

**Nominal Hours** 40

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification’s Employability Skills Summary, in which this unit is included, will assist in identifying employability skill requirements. The summary is included in Appendix A.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

**Application of Unit** People seeking to improve their educational and vocational participation options in the science field will need to acquire a range of skills and knowledge, including science concepts from a range of branches of science. The unit provides the learner with the skills and knowledge necessary to apply scientific knowledge relating to community life and to interpret every day life and the environment from a scientific perspective.

It is also recommended that the application is integrated with other units.

Where activities involve working with laboratory or equivalent facilities, the unit BSBCMN106A Follow workplace safety procedures is a co-requisite.

| **Element** | **Performance Criteria** |
| --- | --- |
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement.  Assessment of performance is to be consistent with the evidence guide. |
| 1 Research the relationship between science and the community | 1.1 ***Contexts*** in which science has contributed to society are discussed  1.2 Connection between science and community is examined for ***personal, social and ethical consequences***  1.3 Conclusions are drawn and presented using ***appropriate scientific terminology*** |
| 2 Investigate a scientific issue in the news | 2.1 ***Scientific issue*** in the news and related ***area of science*** is identified  2.2 Issue is examined  2.3 ***Impact*** is detailed  2.4 Findings of investigation are presented |
| 3 Describe the influence of changes in scientific understanding on changed practices in the community | 3.1 ***Contexts*** in which science has changed practices are determined and ***changes in scientific understanding involved*** are listed  3.2 ***Scientific changes*** in community are examined for personal, social and ethical consequences  3.3 Conclusions are drawn and presented using ***appropriate scientific terminology*** |
| 4 Identify issues that impact on scientific activity | 4.1 ***Scientific activity*** is defined  4.2 ***Issues*** are listed and categorised  4.3 Impact of issues on scientific activity is discussed using ***appropriate scientific terminology*** |

| **Required Skills and Knowledge** |
| --- |
| This describes the essential skills and knowledge and their level, for this unit.   * a repertoire of reading strategies, including the ability to interpret and analyse a series of connected paragraphs * a broad knowledge of vocabulary to support comprehension * critical analysis skills * understanding that a text reflects an author’s culture, experiences and value system * verbal skills to discuss scientific investigations * communication skills to undertake assessment |

| **Range Statement** | |
| --- | --- |
| The Range Statement relates to the unit of competency as a whole. It allows for different situations that may affect performance, e.g. access to resources; regional contexts. Bold italicised wording in the Performance Criteria is detailed below. | |
| ***Contexts*** *may include:* | * historical * environmental, e.g. sewerage systems in rural communities, strategies for environmentally sound recycling of organic wastes from farms, traffic/pollution management in large cities * industrial, e.g. lifting practices to promote safety, robots adding to efficiency, hygiene practices in hospitals. * personal, e.g. *health*, such as improvements in asthma treatment or *sport*, such as different techniques of preparing for and running a race used by a sprinter and a long distance runner * principles of science, e.g. conservation, achievement of equilibrium/balance, transfer and transformation of energy, levers/inclined plane applied to simple machines/toys * applications of science, e.g. * technology such as telecommunications * electricity, calculators, plastics * substance such as *drugs* (insulin, Ventolin, antibiotics, morphine) *catalysts* in industry * processes such as aqueduct systems, distillation, water purification, waste management * scientific inventions, e.g. * microscope * vaccination * refrigeration * chemicals derived from the distillation of crude oil * telecommunications * solar panels * photo enabled cellular phones |
| ***Changes in scientific understanding*** *may include* | a scientific interest that has affected an outcome(s) at a personal, community or society level such as:   * weapons research * drugs * the latest transplant technologies * advancement in movie cameras or 3D virtual reality * a new genetic connection to an existing illness * cloning * stem cell research * carbon dioxide, greenhouse effect and temperature rises * ergonomics in the workplace. * the use and abuse of antiseptics * technology and artificial intelligence * bio chemistry and immunisation * Minimal Intervention Models being introduced in modern medical treatment regimes * medical management of burns * growing human skin for grafts * sound technology and MRI decreasing our dependence on X-rays |
| ***Personal, social and ethical consequences*** *may include:* | * personal, e.g. relating to activity in the home, such as * using utensils to manage fire and heat food * using mechanical, electrical appliances * consumption of power, water and fossil fuels * waste disposal * using synthetics * social, e.g. relating to communities or the whole of society * using mechanical, electrical appliances * using cars * consumption of power, water and fossil fuels * renewable energy sources * waste disposal * ethical, e.g. relating to individual or communal * birth control measures * animal testing |
| ***Appropriate scientific terminology*** *includes:* | * the area of science that is involved and an understanding of the specific, appropriate terms * language associated with the *scientific method* such as evidence, observe, aim, hypothesis, results, conclusions, recommendations, field or activity report, laboratory report * such terms as cells, atomic, nuclear, solar heredity, genetic, energy, ergonomic |
| ***Scientific issue*** *in the news may include:* | * television * newspapers * radio * magazines * books * internet * journals   Issues may include:   * genetic engineering * GM foods * space program * weapons research * drug testing on humans * transplant technologies * advancement in movie cameras/3D virtual reality * stem cell research * cloning |
| ***An area of science*** *may be drawn from:* | * a branch of science e.g. physics, cosmology, chemistry, biochemistry, virology, biology, archaeology, meteorology, biotechnology * a combinations of areas of science in an application, e.g. biological and psychological understanding of human endurance applied to OH&S in working environments |
| ***Impacts*** *may include:* | * personal, community or social consequences * benefit or harm to person, specific groups in the community or society as a whole. |
| *Material may be* ***presented*** *as:* | * written report * letter to the editor, manager, employer, councils or human resource officer * organising and presenting information diagrammatically, graphically or pictorially * photographic record of activities and results * poster * identifying or commenting on conclusions in the information poster or photographic record * labelled illustrations/photos * oral presentation * PowerPoint * role play |
| *Examination of* ***scientific changes*** *may include:* | * observation * collection of data or evidence * identifying the hypothesis behind the issue and testing undertaken * oral or written report which may include: * the science involved * the people responsible for making decisions * the consequences of these decisions; whether the decision makers well prepared to face these issues * how they could be better prepared * an outline/timeline of the scientific research linking the issue’s history with current development * checking on the reproducibility and range of applicability of the results (e.g. do the results apply to all, many or few) * listening to guest speakers * searching the internet or reference books * summarising, explaining and interpreting the impact on * self, community or society |
| ***Scientific activity*** *may include:* | * sewerage systems in rural communities; devise a strategy for environmentally sound recycling of organic wastes from farms * the different techniques of preparing for and running a race used by a sprinter and a long distance runner * deforestation and the conservation and economics issues involved * the development of chronometers that allowed longitude to be calculated while at sea and its impact * the development of gene banks, e.g. seed and sperm banks, by large corporations and discuss related issues * intensive farming practices (e.g. fowl, pigs, cattle) and the impact on the land * farming practices that involve ducks, pigs and humans to be in close proximity leading to the transfer of viruses (e.g. influenza viruses) |
| ***Issues*** *relating to scientific activity could include:* | Social, cultural and ethical issues:   * Consequences, e.g. * physical benefits and damages, e.g. drugs in sport * psychological benefits and damages * infringement of rights * ethical guidelines for research involving animals and human subjects * human rights, e.g. testing of chemicals on unsuspecting individuals * rights of animals: * animals in space * animal testing for cosmetics, etc * intensive farming practices such as battery hens * financial issues/access issues * religious and cultural * political or social connections * safety * factors involving the *publication* of findings (e.g. conflict of values between scientist and employer) * vested interest: * oil companies owning research for fuel cells * army researching virus transmission and immunity * cigarette companies researching lung cancer |

| **Evidence Guide** | |
| --- | --- |
| The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission. | |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | The learner must be able to:   * identify the relationship between science and the community * examine and report on the relationship * investigate a scientific issue in the news * describe the influence of changes in scientific understanding on changed practices in the community, home or workplace and * identify and discuss social, cultural or ethical issues that impact on scientific activity * competency is demonstrated on three occasions using any of the assessment methods outlined below   In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:   * the knowledge requirements of this unit * the skill requirements of this unit |
| **Context of and specific resources for assessment** | * access to computers and the internet where appropriate * access to a local library * laboratory facilities or adequate equivalent facilities such as a kitchen where water, heat source and proper ventilation are available where appropriate for the activities |
| **Guidance information for assessment** | A range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of:   * a learning environment appropriate to the assessment task * appropriate support allowing for full participation * computer hardware and software, if appropriate. * relevant written resources and materials (e.g. explanatory notes, texts, selected extracts, WWW access, etc.) * support from mentor/teacher and advice/modelling should be readily available and recourse to first/other language is acceptable.   Appropriate assessment strategies include:   * direct observation of real time activities and activities in a simulated environment, recorded in teacher observation schedule * questioning, for example:   + - * + verbal questioning (verbal descriptions, every day language and gestures may be used for explanations, answers and interpretations)         + interviews         + online responses         + self-assessment         + written questioning * portfolios, for example:   + - * + collections of samples compiled by the candidate         + product with supporting documentation         + self-assessment sheets         + journal/log book/reflections         + diagrams, models, pictures created by the learner * written reports of investigations or problem-solving activities * third party feedback, for example:   + - * + reports from other teachers or support workers |

**Unit Code** VBQU181

**SA Code NYWC**

**Unit Title Research the environment**

**Unit Descriptor** The focus of this unit is on developing the skills and knowledge to describe the major factors that have contributed to the development of the Earth’s environment including climate and atmosphere. This includes developing the skills and knowledge to use the scientific and evidence based approach to safely set up and perform investigations or experiments.

**Nominal Hours** 20

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification’s Employability Skills Summary, in which this unit is included, will assist in identifying employability skill requirements. The summary is included in Appendix A.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

**Application of Unit** People seeking to improve their educational and vocational participation options in the science field will need to acquire a range of skills and knowledge, including science concepts from a range of branches of science. The unit provides the learner with the skills and knowledge necessary to apply scientific knowledge relating to community life and to interpret every day life and the environment from a scientific perspective.

It is also recommended that the application is integrated with other units.

Where activities involve working with laboratory or equivalent facilities, the unit *BSBCMN106A Follow workplace safety procedures* is a co-requisite.

| **Element** | **Performance Criteria** |
| --- | --- |
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement.  Assessment of performance is to be consistent with the evidence guide. |
| 1 Identify the major factors that have contributed to the development of the Earth’s environment | 1.1 The ***occurrence of events in the environment (natural or human induced)*** are clarified  1.2 The meaning and relevance of ***natural and human impact on the Earth’s environment*** in terms of personal implications, and social or ethical consequences is discussed |
| 2 Research current scientific thinking about conditions which optimise the conservation of an environment | 2.1 A personally relevant context where natural or human factors have impacted on the Earth’s environment is discussed  2.2 ***Aspects and/or principles of conservation*** are described  2.3 ***Scientific ideas/explanations of events in the environment*** are examined |
| 3 Undertake investigations on factors that have contributed to the development of the Earth’s environment | 3.1 ***Experiments***/***investigations*** are performed safely  3.2 Findings of the investigation are presented using ***appropriate scientific terminology*** |

| **Required Skills and Knowledge** |
| --- |
| This describes the essential skills and knowledge and their level, for this unit.   * a repertoire of reading strategies, including the ability to interpret and analyse a series of connected paragraphs * a broad knowledge of vocabulary to support comprehension * critical analysis skills * understanding that a text reflects an author’s culture, experiences and value system * verbal skills to discuss scientific investigations * communication skills to undertake assessment |

| **Range Statement** | |
| --- | --- |
| The Range Statement relates to the unit of competency as a whole. It allows for different situations that may affect performance, e.g. access to resources; regional contexts. Bold italicised wording in the Performance Criteria is detailed below. | |
| *The* ***occurrence of events in the environment (natural or human induced)*** *could include:* | those related to climatic changes, atmospheric changes and/or movements of the Earth’s crust and mantle, for example   * identifying layers within the Earth and the atmosphere * describing natural events and their association with atmospheric changes * describing natural events that are associated with movements of the Earth’s crust and mantle. * accounting for the changing position of continental Australia over geological time * describing the range of environmental types found in Australia and listing the main life forms found in those zones * discussing the introduction of the rabbit to Australia |
| ***Natural and human impact on the Earth’s environment*** *could include:* | * identifying and describe issues associated with the Earth’s environment * explaining how developments have contributed to personal life or changes in society * explaining the underlying scientific principles in simple terms of the Earth’s environment * arguing for or against allocation of resources to the environment |
| *Describing* ***aspects and/or principles of conservation*** *may include:* | * different interactions in an ecosystem * the effect of changes in the environment on interactions in an ecosystem * the role of worms, recycling, pollution, rabbits, water, electricity, fuels |
| ***Scientific ideas/explanations of events in the environment*** *may include:* | * major factors that have contributed to the development of the environment found on earth, including climatic and atmospheric factors * major environmental zones found on earth such as subterranean, lithosphere, hydrosphere, atmosphere, biosphere * the effects of natural or human induced changes in the environment * the make up of the earth’s crust including rock types and their formation; methods for determining the age of the earth * concept of habitats and niches. |
| ***Experiments/investigations*** can include: | * investigating global warming as a phenomenon that has contributed to life on earth * researching an environmental action group * describing the methods and technology used to measure the earth’s movements including animal movements, seismograph and satellite * building a model of a volcano and produce a report * preparing a report on erosion * setting up models of mount formation * preparing a poster of the water (or carbon, nitrogen) cycle showing its importance in the environment * researching artificial biospheres |
| ***Simple experiments/ investigations*** *involve:* | * using the scientific and evidence based approach (i.e. to establish the initial question, set up an experiment or investigation and analyse and/or evaluate the results) * performing under supervision * individual or team based activities * following OHS requirements |
| ***Presentation of findings*** *may involve:* | * using every day language and a moderate vocabulary of scientific language to talk, write or present informal or short formal reports about the main characteristics of living things * presenting the information diagrammatically or pictorially * identifying and interpreting trends or conclusions in the information |
| ***Appropriate scientific terminology*** *can include:* | * language of lab report -aim, method, observations and result, discussion and conclusion * terminology such as continental plates, volcanoes, earthquakes, oceans, rivers; climate zones and conditions including rainfall, temperature and atmospheric layers; environmental zones including rainforest, desert, aquatic, polar, temperate, equatorial, Mediterranean; Global warming, deforestation, dam building, feral organisms |

| **Evidence Guide** | |
| --- | --- |
| The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission. | |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | * the learner can use appropriate scientific terminology to describe the major factors that have contributed to the development of the Earth’s environment including climate and atmosphere, and the scientific underpinnings * the learner can conduct investigations and experiments and present the outcomes. * competency is demonstrated on a minimum of three occasions using any of the assessment methods outlined below   In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:   * the knowledge requirements of this unit * the skill requirements of this unit |
| **Context of and specific resources for assessment** | * access to computers and the internet where appropriate * access to a local library * laboratory facilities or adequate equivalent facilities such as a kitchen where water, heat source and proper ventilation are available where appropriate for the activities |
| **Guidance information for assessment** | A range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of:   * a learning environment appropriate to the assessment task * appropriate support allowing for full participation * computer hardware and software, if appropriate. * relevant written resources and materials (e.g. explanatory notes, texts, selected extracts, WWW access, etc) * support from mentor/teacher and advice/modelling should be readily available and recourse to first/other language is acceptable. * Appropriate assessment strategies include direct observation of real time activities and activities in a simulated environment, recorded in teacher observation schedule * questioning, for example:   + - * + verbal questioning (verbal descriptions, every day language and gestures may be used for explanations, answers and interpretations)         + interviews         + online responses         + self-assessment         + written questioning * portfolios, for example:   + - * + collections of samples compiled by the candidate         + product with supporting documentation         + self-assessment sheets         + journal/log book/ reflections         + diagrams, models, pictures created by the learner * written reports of investigations or problem-solving activities * third party feedback, for example:   + - * + reports from other teachers or support workers |

**Competency Title Understand and Recognise Psychological Health**

**SA Code** **LBWF**

**Nominal Hours** 30 hours

**Field of Education** 120599 Employment Skills Programmes n.e.c.

**Unit Descriptor** This unit provides a basic introduction to psychological health and positive self image including factors that promote psychological well being.

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of employability skills

The qualification’s employability skills summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Appendix A.

**Application of Unit** Skills and knowledge acquired in this unit can be applied in a range of community and work contexts.

This unit may be delivered and assessed together with independent reading or independent writing units

| **Element** | **Performance Criteria** |
| --- | --- |
| 1. Describe the concept of psychological health and positive self-image and factors that promote them | 1.1 Explore the concepts psychological health and positive self image  1.2 Elements contributing to a positive state of psychological health and positive self image are identified |
| 2. Explore factors detrimental to psychological health and positive self-image | 2.1 Risk factors that can compromise psychological well being are identified  2.2 The impact of past experiences on psychological well being are recognised |
| 3. Identify indicators of psychological distress | 3.1 Signs and symptoms and consequences of chronic and acute psychological stress are identified  3.2 Common psychiatric illnesses associated with psychological distress are identified |
| 4. Develop personal strategies to improve psychological well being | 4.1 Stress management techniques are described  4.2 Anger management techniques are described  4.3 Strategies for dealing with negative emotions are identified  4.4 Ineffective strategies for dealing with psychological health issues are identified |
| 5. Explore the role of community support in promoting psychological well being | 5.1 The role of social supports in promoting psychological well being is described  5.2 The range and type of professional support available to those with psychological health issues is identified |

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| --- |
| **Required skills and knowledge** |
| This describes the essential skills and knowledge and their level, required for this unit   * communication skills to participate in planning process * communications skills to participate in the assessment process * ability to use support material effectively * understanding of the need to proof read and revise drafts * awareness of the need to vary the ways in which material is presented to meet requirements of different audiences * research skills to locate relevant information relevant to own goals * literacy skills to read and interpret a range of information * ability to understand the importance of documenting learning |

|  |
| --- |
| **Australian Core Skills Framework indicator levels [[2]](#footnote-3)** |
| The required outcomes described in this unit of competency relate directly to, the Australian Core Skills Framework (ACSF)  ASCF learning, reading, writing and oral and communication at level 2 is recommended entry level to undertake this unit.  2.01 Demonstrates some awareness of learning strengths and areas of need and begins to plan and manage the learning process  2.02 Applies a limited range of learning strategies in structured and familiar contexts  2.03 Identifies and interprets relevant information and ideas within familiar contexts  2.04 Uses a number of reading strategies to identify and interpret relevant information within familiar text types  2.05 Conveys intended meaning on familiar topics for a limited range of purposes and audiences  2.06 Produces familiar text types using simple vocabulary, grammatical structures and conventions  2.07 Uses every day language to provide information or maintain a conversation in familiar spoken contexts  2.08 Listens (or signs) for relevant information in oral texts across familiar contexts  Works independently in a supported environment |

| ***Range of Variables*** | |
| --- | --- |
| ***knowledge of the concept of psychological health and positive self image and factors promoting them includes:*** | * emotional wellness * positive relationships - past and present * self esteem and self confidence * physical well being * social well being * economic well being |
| ***factors detrimental to psychological health and positive self-image include:*** | * past and present family and personal relationships * ineffective personal coping mechanisms * economic and social stress * accident and injury * traumatic experiences * inadequate diet * negative body image * overuse of alcohol and other drugs * loss and grief * biological vulnerability |
| ***signs, symptoms and illnesses associated with chronic and acute psychological stress and trauma include:*** | * physical symptoms * suicide ideation * attempted suicide * self harming * violence -physical and emotional * anxiety disorders * depression * phobias * eating disorders * obsessive compulsive disorders * chemical dependencies and associated disorders * risk taking behaviour * impaired personal performance (social, education, employment) |
| ***personal strategies to improve psychological well being include:*** | * recognising symptoms of stress, anxiety and depression * identifying personal stressors * implementing a program for positive changes * stress management techniques including, meditation and other deep breathing methods, relaxation, exercise, music * developing networks and utilising support * seeking professional help when necessary * developing positive personal relationships * building self esteem and confidence * managing emotions * developing conflict resolution and assertive communication skills * goal setting * understanding the grieving process * anger management including: * understanding consequences of anger * identification of personal triggers * impact of generational anger * defusion techniques * dealing with criticism |
| ***ineffective strategies for dealing with psychological health issues include:*** | * over use of alcohol and other drugs, including prescription medications * excessive gambling * risk taking * avoidance and withdrawal * self harm * suicide attempts |
| ***supports include:*** | * family/friends * support and self help groups * government and non government health and welfare organisations and agencies * telephone counselling services * crisis lines |

| ***Evidence Guide*** | |
| --- | --- |
| ***critical aspects for assessment and evidence required to demonstrate competency in this unit:*** | * to be assessed as competent the learner needs to demonstrate:   + - * + evidence of a broad knowledge of psychological well being         + evidence of the ability to source appropriate information         + evidence of the ability to use language to express psychological well being * in addition to be assessed as competent in the elements and their related performance criteria, the learner’s performance needs to satisfy the Required skills and Knowledge specified in this unit. |
| ***context of and specific resources for assessment:*** | * learners should have access to a range of authentic materials in real and simulated settings both in the classroom as well as on field trips or excursions. The needs of the learner will be met by provision of:   + - * + access to current information         + print and non-print resources         + guest speakers, documentaries         + appropriate support allowing for full participation |
| ***method of assessment:*** | * a range of assessment strategies or options should be considered to suit the needs of the learner. * appropriate assessment strategies could include a combination of: * observation – evidence in checklists * third party feedback, for example: * peer feedback from group activities * reports from support workers or on job experiences * self assessment * evidence of relevant activities completed e.g. excursions * collections of resources obtained on field trips * oral questions |
| ***guidance information for assessment:*** | * this unit can be assessed independently or as part of an assessment activity involving other units that may be delivered holistically |

*V1.2: This unit has been updated into the latest unit of competency requirements incorporating ACSF mapping, as part of continuous improvement. No changes to course outcomes from v1.0*

**Competency Title Understand Sexuality and Sexual Health**

**SA Code** **LBWG**

**Nominal Hours** 30 hours

**Field of Education** 120599 Employment Skills Programmes n.e.c.

**Unit Descriptor** This unit provides a basic introduction to sexuality and sexual health including factors that promote positive self-image and sexual health.

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of employability skills.

The qualification’s employability skills summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Appendix A.

**Application of Unit** This unit can be delivered independently or as part of other suitable units that may suit holistically delivery.

Participants must, have recourse to the following options:

* study in a same gender grouping
* a same sex facilitator
* two facilitators, one of each gender
* discussion of particular topics or issues in a personal interview situation

Facilitators should have specialist qualifications in and/or significant experience in delivery of this unit of competence

| **Element** | **Performance Criteria** |
| --- | --- |
| 1. Explore concept sexuality including factors that shape an individual's sexual orientation and practices | 1.1 Definitions of sexuality are determined  1.2 Sexual diversity in the community is described  1.3 The factors influencing the development of individual sexuality are identified  1.4 The role of personal beliefs, values and attitudes when considering sexual diversity is explored |
| 2. Explore the of concept sexual health in the context of healthy, non-exploitative relationships | 2.1 The dynamics of healthy, non-exploitative relationships are described  2.2 The links between:   * family values and attitudes * peer modelling * social context * personal social situation * self-image and past experiences * the ability to develop and maintain healthy, non-exploitative relationships   are explored |
| 3. Identify common Sexually Transmitted Infections (STIs), including modes of transmission | * 1. Common sexually transmitted infections are identified   2. The modes of transmission of common sexually transmitted infections are identified   3.3 Other high risk lifestyle practices are identified  3.4 The signs and symptoms of infection are described  3.5 Possible longer term health consequences of sexually transmitted infections and how these vary according to the nature of the infection are described |
| 4. Identify risk factors for contracting Sexually Transmitted Infections (STIs) and knowledge of safer sex and other lifestyle practices to minimise the risk | 4.1 Risk factors for Sexually Transmitted Infections (STIs) are identified  4.2 Safer sex practices to minimise the risk of Sexually Transmitted Infections (STIs) are described  4.3 Unsafe and safer Injecting Drug Use (IUD) practices are described and contrasted  4.4 Universal precautions are described |
| 5. Explore methods of birth control and reproductive health | * 1. The range, method of use and respective efficacy of available contraception is described   2. The advantages and disadvantages of each method of contraception are identified   3. Barriers to effective contraception are identified   4. Advantages and disadvantages of abortion are described   5. The lifestyle factors during pregnancy that can impact on the health of the unborn child are identified   6. The impact motherhood can have on the life of young mothers is described   5.7 Reasons for spacing pregnancies are identified |
| 6. Research information resources in the area of sexual and reproductive health | 6.1 The sexual health services available in the community including supports for those with Sexually Transmitted Infections (STIs) and their partners are identified  6.2 Issues surrounding notifiable infections are described  6.2 The support services available in the community for those with sexual orientation and sexual identity issues are identified  6.3 The reproductive health and support services available in the community are identified |

|  |
| --- |
| **Required skills and knowledge** |
| This describes the essential skills and knowledge and their level, required for this unit   * communication skills to participate in planning process * communications skills to participate in the assessment process * ability to use support material effectively * understanding of the need to proofread and revise drafts * awareness of the need to vary the ways in which material is presented to meet requirements of different audiences * research skills to locate relevant information * literacy skills to read and interpret a range of information * ability to understand the importance of documenting learning |

|  |
| --- |
| **Australian Core Skills Framework indicator levels[[3]](#footnote-4)** |
| The required outcomes described in this unit of competency relate directly to, the Australian Core Skills Framework (ACSF).  ASCF learning, reading, writing and oral and communication at level 2 is recommended entry level to undertake this unit.  2.01 Demonstrates some awareness of learning strengths and areas of need and begins to plan and manage the learning process  2.02 Applies a limited range of learning strategies in structured and familiar contexts  2.03 Identifies and interprets relevant information and ideas within familiar contexts  2.04 Uses a number of reading strategies to identify and interpret relevant information within familiar text types  2.05 Conveys intended meaning on familiar topics for a limited range of purposes and audiences  2.06 Produces familiar text types using simple vocabulary, grammatical structures and conventions  2.07 Uses every day language to provide information or maintain a conversation in familiar spoken contexts  2.08 Listens (or signs) for relevant information in oral texts across familiar contexts  Works independently in a supported environment |

| ***Range of Variables*** | |
| --- | --- |
| ***knowledge of the concept sexuality includes:*** | * sexual diversity * factors influencing sexuality * attitudes, values and beliefs |
| ***knowledge of the concept of sexual health in the context of healthy, non-exploitative relationships includes:*** | * healthy relationships * assertive communication * positive self image * choice |
| ***common Sexually Transmitted Infections (STIs) include:*** | * bacterial vaginosis * candida albicnas * chancroid * chlamydia * donanovisis * genital herpes * genital warts * hepatitis A, B and C * HIV * Lymphogranuloma venereum * non specific urethritis * pelvic inflammatory disease * pubic lice (crabs) * scabies * syphilis * trichomoniasis |
| ***modes of transmission includes:*** | * unprotected vaginal and anal sex * unprotected oral sex |
| ***long term consequences includes:*** | * AIDS * premature death * cancer of the liver * cancer of the cervix * infertility * recurrent symptomatology |
| ***risk factors include:*** | * unprotected vaginal and anal sex * unprotected oral sex * age * number and frequency of partners * concurrent lifestyle factors e.g.: * intravenous drug use * prostitution * prison |
| ***safer sex and safer lifestyle includes:*** | * use of condoms at all times * not sharing syringes or other implements e.g. Tattoo needles * complete blood awareness * following universal precautions at all times. |
| ***contraception includes:*** | * condoms * dental dams * depo provera * diaphragm * IUD * mini pill * morning after pill * oral contraceptive pill * sterilisation - male and female |
| ***lifestyle practices during pregnancy includes:*** | * use of alcohol * use of nicotine * use of other drugs |
| ***supports include:*** | * family/friends * support and self help groups * government and non government health and welfare organisations and agencies * telephone counselling services * information lines |

| ***Evidence Guide*** | |
| --- | --- |
| ***critical aspects for assessment and evidence required to demonstrate competency in this unit:*** | * to be assessed as competent the learner needs to demonstrate evidence of: * a broad knowledge of sexual health * the ability to source appropriate information required on this topic * the ability to use language to appropriately express one’s feelings and understanding of this topic * in addition to be assessed as competent in the elements and their related performance criteria, the learner’s performance needs to satisfy the Required Skills and Knowledge specified in this unit |
| ***context of and specific resources for assessment:*** | * learners should have access to a range of authentic materials in real and simulated settings both in the classroom as well as on field trips or excursions. The needs of the learner will be met by provision of: * access to current information * print and non-print resources * guest speakers, documentaries * appropriate support allowing for full participation |
| ***method of assessment:*** | * a range of assessment strategies or options should be considered to suit the needs of the learner. * appropriate assessment strategies could include a combination of: * observation – evidence in checklists * third party feedback, for example: * peer feedback from group activities * reports from support workers or on job experiences * self assessment * evidence of relevant activities completed eg excursions * collections of resources obtained on field trips * oral questions |
| ***guidance information for assessment:*** | * this unit can be assessed independently or as part of an assessment activity involving other units that may be delivered holistically |

*V1.2: This unit has been updated into the latest unit of competency requirements incorporating ACSF mapping, as part of continuous improvement. No changes to course outcomes from v1.0*

**Competency Title Understand Your Rights as a Citizen**

**SA Code** **LBWH**

**Nominal Hours** 20 hours

**Field of Education** 120399 Social Skills Programmes, n.e.c.

**Unit Descriptor** This unit provides a basic introduction to civics and citizenship including factors that promote equality of opportunity and empowerment for the individual.

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of employability skills.

The qualification’s employability skills summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Appendix A.

**Application of Unit** Skills and knowledge acquired in this unit can be applied in a range of community and work contexts.

This unit may be delivered and assessed together with independent reading or independent writing units

| **Element** | **Performance Criteria** |
| --- | --- |
| 1. Demonstrate knowledge of the concept of personal rights, including universal human rights | * 1. Personal rights are defined in the context of Australian society   2. The universality of human rights is described   3. The influence of cultural, social and religious factors on concepts of personal rights is determined   1.4 The effect of citizenship status on personal rights is determined |
| 2. Demonstrate knowledge of personal rights in the context of the Australian community today | 2.1 Legislation protecting personal rights is identified  2.2 Personal rights are identified, including rights of specific groups in the community e.g.:   * + disabled   + women   + children   + religious and ethnic groups   2.3 The economic, legal and social contexts of personal rights is determined |
| 3. Apply the concepts of personal rights to self | 3.1 Areas of community life where personal rights are exercised are described  3.2 Identify personal rights that may be infringed  3.3 Identify personal issues arising when rights are infringed  3.4 Identify ways of responding when personal rights are infringed  3.5 Agencies, government and non-government that can provide information and/or support are identified |
| 4. Demonstrate knowledge of the relationship between rights and responsibilities | 4.1 The concept of social responsibility is defined in the context of Australian society  4.2 The difference between legal and ethical responsibility is described  4.3 Individual social responsibilities are identified  4.4 The possible consequences of abrogating social responsibility are described |

|  |
| --- |
| **Required skills and knowledge** |
| This describes the essential skills and knowledge and their level, required for this unit   * communication skills to participate in planning process * communications skills to participate in the assessment process * ability to use support material effectively * understanding of the need to proof read and revise drafts * awareness of the need to vary the ways in which material is presented to meet requirements of different audiences * research skills to locate relevant information * literacy skills to read and interpret a range of information * ability to understand the importance of documenting learning |

| **Australian Core Skills Framework indicator levels [[4]](#footnote-5)** |
| --- |
| The required outcomes described in this unit of competency relate directly to, the Australian Core Skills Framework (ACSF).  ASCF learning, reading, writing and oral and communication at level 2 is recommended entry level to undertake this unit.  2.01 Demonstrates some awareness of learning strengths and areas of need and begins to plan and manage the learning process  2.02 Applies a limited range of learning strategies in structured and familiar contexts  2.03 Identifies and interprets relevant information and ideas within familiar contexts  2.04 Uses a number of reading strategies to identify and interpret relevant information within familiar text types  2.05 Conveys intended meaning on familiar topics for a limited range of purposes and audiences  2.06 Produces familiar text types using simple vocabulary, grammatical structures and conventions  2.07 Uses every day language to provide information or maintain a conversation in familiar spoken contexts  2.08 Listens (or signs) for relevant information in oral texts across familiar contexts  Works independently in a supported environment |

| ***Range of Variables*** | |
| --- | --- |
| ***citizenship status includes:*** | * full citizenship * permanent residency status * temporary residency status * asylum seeker * illegal immigrant |
| ***human rights includes rights set out in:*** | * Universal Declaration of Human Rights * Charters |
| ***legislation coverage includes:*** | * equal opportunity * disability discrimination * industrial issues * consumer rights * children's protection * civil law * criminal law |
| ***areas of community life include:*** | * employment * accommodation * legal * political * economic * education * services * sports and recreation * clubs and associations |
| ***responsibilities include:*** | * employee * consumer * patron * family * environment |

| ***Evidence Guide*** | |
| --- | --- |
| ***critical aspects for assessment and evidence required to demonstrate competency in this unit:*** | * to be assessed as competent the learner needs to demonstrate: * evidence of a broad knowledge of consumer rights * evidence of the ability to source consumer and legislation information * evidence of the ability to use language to describe a range of consumer transactions * in addition to be assessed as competent in the elements and their related performance criteria, the learner’s performance needs to satisfy the Required Skills and Knowledge specified in this unit |
| ***context of and specific resources for assessment:*** | * learners should have access to a range of authentic materials in real and simulated settings both in the classroom as well as on field trips or excursions. The needs of the learner will be met by provision of: * access to current information * print and non-print resources * guest speakers, documentaries * appropriate support allowing for full participation |
| ***method of assessment:*** | * a range of assessment strategies or options should be considered to suit the needs of the learner * appropriate assessment strategies could include a combination of: * observation – evidence in checklists * third party feedback, for example: * peer feedback from group activities * reports from support workers or on job experiences * self assessment * evidence of relevant activities completed e.g. excursions * collections of resources obtained on field trips * oral questions |
| ***guidance information for assessment:*** | * this unit can be assessed independently or as part of an assessment activity involving other units that may be delivered holistically |

*V1.2: This unit has been updated into the latest unit of competency requirements incorporating ACSF mapping, as part of continuous improvement. No changes to course outcomes from v1.0*

**Competency Title Understand Your Rights as a Consumer**

**SA Code** **LBWK**

**Nominal Hours** 20 hours

**Field of Education** 120399Social Skills Programmes, n.e.c.

**Unit Descriptor** This unit provides a basic introduction to consumer rights and responsibilities including factors that promote fair trading of goods and services.

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of employability skills.

The qualification’s employability skills summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Appendix A.

**Application of Unit** Skills and knowledge acquired in this unit can be applied in a range of community and work contexts.

This unit may be delivered and assessed together with independent reading or independent writing units

| **Element** | **Performance Criteria** |
| --- | --- |
| 1. Identify characteristics of an informed consumer | * 1. Personal consumer requirements are identified   2. Goods and services to meet requirements are identified   3. Suppliers of appropriate goods and services are identified   4. Ways of evaluating goods and services are described   5. Identified the process of evaluating the terms of the transaction   6. Explore different types of sale |
| 2. Knowledge of legislation relevant to consumers of goods and services. | 2.1 Legislation is identified  2.2 Examples of breaches of legislation are identified  2.3 Ways of responding to breaches of legislation are described |
| 3. Understand different purchase terms and conditions | 3.1 Different purchase terms and conditions are identified  3.2 Advantages and disadvantages of frequently encountered purchase terms and conditions are described |
| 4. Demonstrate knowledge of different types of transactions | 4.1 Different types of transactions are identified  4.2 The advantages and disadvantages of each type of transaction is identified |
| 5. Demonstrate knowledge of the role of advertising and marketing in the selling of goods and services | 5.1 Different forms of advertising and marketing are identified  5.2 The role of advertising and marketing is described  5.3 Legislation governing advertising of goods and services is identified  5.4 The features of false and deceptive advertising are described  5.5 Ways of responding to breaches of fair trading legislation are identified |

| **Required Skills and Knowledge** |
| --- |
| This describes the essential skills and knowledge and their level, required for this unit   * can identify the main idea and key information and supporting information in a text * communication skills to undertake assessment * can make connections between own knowledge and experience and the purpose of texts * beginning ability to analyse texts * can draw on a range of de-coding and meaning-making strategies * ability to use basic structural conventions of text: * chronological sequencing of events * identification followed by description |

| **Australian Core Skills Framework indicator levels [[5]](#footnote-6)** |
| --- |
| The required outcomes described in this unit of competency relate directly to, the Australian Core Skills Framework (ACSF).  ASCF learning, reading, writing and oral and communication at level 2 is recommended entry level to undertake this unit.  2.01 Demonstrates some awareness of learning strengths and areas of need and begins to plan and manage the learning process  2.02 Applies a limited range of learning strategies in structured and familiar contexts  2.03 Identifies and interprets relevant information and ideas within familiar contexts  2.04 Uses a number of reading strategies to identify and interpret relevant information within familiar text types  2.05 Conveys intended meaning on familiar topics for a limited range of purposes and audiences  2.06 Produces familiar text types using simple vocabulary, grammatical structures and conventions  2.07 Uses every day language to provide information or maintain a conversation in familiar spoken contexts  2.08 Listens (or signs) for relevant information in oral texts across familiar contexts  Works independently in a supported environment |

| ***Range of Variables*** | |
| --- | --- |
| ***consumer includes:*** | * patron or purchaser of a good or service |
| ***legislation includes:*** | * Fair Trading Act (SA) 1987 * Commonwealth Provisions 1974 |
| ***sale methods include:*** | * face to face * telephone * door to door * mail order * tele-marketing * telephone orders * internet |
| ***purchase terms and conditions include:*** | * warranties * returning of goods * lay by * hire purchase * rent to buy * rental * deposits * fixed prices * discounting * receipts * trade ins * auctions * tender |
| ***transactions include:*** | * cash sales * store credit cards * bank and other financial institutions credit cards * personal cheque * bank cheques * vendor finance * bank finance * money order * international money transfers * traveller's cheques * lay-by * hire purchase |
| ***advertising and marketing includes:*** | * television * radio * newspaper * magazines * on-line * in-store * cinema * billboards * promotions * direct marketing |
| ***mechanisms for responding to breaches in fair trading includes:*** | * personal representation * letters * advocacy groups * Office of Consumer and Business Affairs * small claims court |

| ***Evidence Guide*** | |
| --- | --- |
| ***critical aspects for assessment and evidence required to demonstrate competency in this unit:*** | * to be assessed as competent the learner needs to demonstrate evidence of: * a broad knowledge of consumer rights * the ability to source consumer and legislation information * the ability to use language to describe a range of consumer transactions * in addition to be assessed as competent in the elements and their related performance criteria, the learner’s performance needs to satisfy the Required Skills and Knowledge specified in this unit. |
| ***context of and specific resources for assessment:*** | * learners should have access to a range of authentic materials in real and simulated settings both in the classroom as well as on field trips or excursions. The needs of the learner will be met by provision of: * access to current information * print and non-print resources * guest speakers, documentaries * appropriate support allowing for full participation |
| ***method of assessment:*** | * a range of assessment strategies or options should be considered to suit the needs of the learner * appropriate assessment strategies could include a combination of: * observation – evidence in checklists * third party feedback, for example: * peer feedback from group activities * reports from support workers or on job experiences * self assessment * evidence of relevant activities completed e.g. excursions * collections of resources obtained on field trips * oral questions |
| ***guidance information for assessment:*** | * this unit can be assessed independently or as part of an assessment activity involving other units that may be delivered holistically |

*V1.2: This unit has been updated into the latest unit of competency requirements incorporating ACSF mapping, as part of continuous improvement. No changes to course outcomes from v1.0*

**Competency Title Use a range of question types**

**SA Code NYTE**

**Nominal Hours** 30

**Field of Education** 120103 Literacy and Numeracy Programs

**Unit Descriptor** This unit of competency is one in a series of units designed to provide sign language users with knowledge of, and skills in, print English grammatical structures – with this unit directed specifically at question structures.

The unit deals with the skills and knowledge related both to various lexico-grammatical structures used to create 4 types of question forms, and to register issues of formality and politeness.

**Employability Skills**

The required outcomes described in this unit of competency contain applicable facets of employability skills. The qualification’s employability skills summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Appendix A.

**Application of Unit** This unit may be studied as a discreet unit of study for explicit learning of English grammar.

It may also be studied alongside units of study of particular text types, or units exploring text structures.

May be adapted for use by non-Deaf learners.

Note: This unit requires additional lecturer vocational competencies in Auslan when delivered to Deaf and hard of hearing learners. Refer to 7.2

| **Element** | **Performance Criteria** |
| --- | --- |
| 1 Identify and recognise the interrogative mood | 1.1 The interrogative mood is identified and how mood is used recognised |
| 2 Construct yes/no questions to express intended meanings | 2.1 The functions of “*yes/no”* questions are outlined and described  2.2 ***Lexico-grammatical elements and structures used to create* “*yes/no”* *questions*** in written English are identified and applied  2.3 ***Comparisons*** are made between ***lexico-grammatical elements and structures*** used to create “*yes/no”* questions in ***Auslan*** and English  2.4 ***Register*** within English *“yes/no”´* questions is identified and modified appropriately  2.5 Negative grammatical form “*yes/no”* questions are constructed appropriately |
| 3 Construct tag questions to express intended meanings | 3.1 The functions of tag questions are outlined and described  3.2 ***Lexico-grammatical elements and structures used to create tag questions in English*** are identified and applied  3.3 Auslan lexico-grammatical elements and structures used are identified and comparisons made  3.4 ***Register within tag questions*** is identified and modified appropriately |
| 4 Construct *“Wh”* questions to express intended meanings | 4.1 The functions of *“wh”* questions are outlined and described  4.2 ***Words used in “wh”* *questions in written English*** are listed and their meanings and ***purposes*** discussed  4.3 ***Lexico-grammatical elements and structures used to create* *“wh”* *questions in written English*** are identified and applied  4.4 ***Comparisons*** are made between ***lexico-grammatical elements and structures*** used to create “*wh”* questions in ***Auslan*** and English  4.5 Register forms for creating formality within *“wh”* questions in written English are identified and applied |
| 5 Construct either/or questions to express intended meanings | 5.1 The functions of *“either/or”* questions are outlined and described  5.2 Linking used to create *“either/or”* questions in written English is applied  5.3 Auslan lexico-grammatical elements and structures used are identified and comparisons made |

| **Underpinning Skills and Knowledge** |
| --- |
| Australian Core Skills Framework level indicators  The required outcomes described in this unit of competency relate directly to the Australian Core Skills Framework (ACSF)  The unit focus is parallel with ACSF 3 Communication” performance features:  3.01 Plans, implements and adjusts processes as required to achieve learning outcomes and begins to seek new challenges  3.02 Experiments with new learning strategies in familiar contexts and applies some strategies in less familiar contexts  3.03 Evaluates and integrates facts and ideas to construct meaning from a range of text types  3.04 Selects and applies a range of reading strategies as appropriate to purpose and text type  3.05 Communicates relationships between ideas and information in a style appropriate to audience  3.06 Selects vocabulary, grammatical structures and conventions appropriate to text  3.07 Select and uses appropriate strategies to establish and maintain signed communication in familiar and some unfamiliar contexts  3.08 Derives meaning from a range of signed texts in familiar and some unfamiliar contexts  3.09 Selects and interprets mathematical information that may be partly embedded in a range of familiar and some less familiar tasks and texts |

| **Range Statement** | |
| --- | --- |
| Includes but is not restricted to: | |
| ***lexico-grammatical elements and structures used to create “yes/no” questions:*** | * use of the question mark in written English to denote intonation changes * word order structures to include: * aux verb + subject+main verb * yes/no questions with two aux verbs * yes no questions using the verb to be * yes no questions using the verb to have |
| ***lexico-grammatical elements and structures*** *used to create “yes/no” questions in* ***Auslan:*** | * changes in non-manual features and unchanging order of elements |
| ***comparisons made:*** | * discuss differences in ways to create meaning afforded by differing modalities, ie: * signed * written |
| ***register*** *within “yes/no” questions:* | * forms for creating degrees of politeness |
| ***register within tag questions:*** | * forms for creating politeness |
| ***words used in “wh” questions in written English:*** | * who * what * where * why * when * which * whose * how * whom |
| ***purposes*** *associated with word choices used in “wh” questions in written English:* | * such as formality associated with the choice of the word “whom” |
| ***lexico-grammatical elements and structures used to create “wh” questions in written English:*** | * word order structures to include: * wh word as subject * wh word as object, complement or adverbial * use of *‘do’* * use of *‘be’* * *“how”* with adjective |
| ***lexico-grammatical elements and structures*** *used to create “wh” questions in* ***Auslan:*** | * signed vocabulary typically used * changes in non-manual features which may be used * order of elements |
| ***lexico-grammatical elements and structures used to create tag questions in English:*** | * forms identified and practised to include use of: * positive and negative tags * auxiliary * modal * *“be”*+ pronoun |

| **Evidence Guide** | |
| --- | --- |
| ***critical aspects for assessment and evidence required to demonstrate competency in this unit:*** | * it is assumed that most of the performance criteria will be included as part of the teaching/learning program. It is not envisaged that all the performance criteria be assessed individually * students will demonstrate competency when, in addition to integrated learning of the elements and their related performance criteria, they have produced evidence that at least three sentences of each question type have been constructed with minimal assistance. The sentences produced confirm: * appropriate vocabulary and syntax are used to express intended meanings in written English * forms for creating politeness are used to convey desired social meaning appropriate to audience and context * grammatical concord (verbs and subject singularity/ plurality) is in place within constructed questions |
| ***context of and specific resources for assessment:*** | * access to: * various on-line signed texts if required * various on-line print English texts if required * library * a range of Auslan and/or English texts as appropriate to learner * a learning environment appropriate to the assessment * access to a computer and internet for information * assessment resources should consider the ACSF levels as stated above (Underpinning Skills and Knowledge) |
| ***method of assessment:*** | * assessment strategies may include:   + - * + teacher instruction         + practice within communicative settings (authentic or set-up via games)         + practice via book work         + participation in class discussions         + student/teacher dialogue         + summative assessment         + practical classroom exercises * questioning * short tests * signed tasks * written tasks * group or class discussions |
| ***consistency in performance:*** | * recourse to support, clarification, assistance and Guidance * all assessment may be done individually, in pairs, or in groups |
| ***guidance information for assessment:*** | * all assessment, may be conducted in Auslan, written English, multi-media or artistic representation   + - * + whole class, group or individual assessments as appropriate         + use of a note-taker, interpreter or support worker encouraged if appropriate to student’s individual needs |

**Unit Code** VBQU164

**SA Code NYTN**

**Unit Title Use algebraic techniques to analyse mathematical problems**

**Unit Descriptor** The focus of this unit is on using algebraic techniques to investigate and solve mathematical problems and on developing and using formulae and their graphs to describe and represent relationships between variables.

The required outcomes described in this unit of competency relate directly to the *National Reporting System* (NRS) (© Commonwealth of Australia and ANTA 1994-5). They contribute directly to the achievement of the NRS indicators of competence Level 5

Numeracy: 5.10, 5.11, 5.12 and 5.13.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

**Nominal Hours** 50

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification’s Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Appendix A.

**Application of Unit** People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.

Numeracy is seen as making meaning of mathematics – mathematics is a tool to be used efficiently and critically, where mathematics is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.

It is strongly recommended that this Unit is integrated with the delivery and assessment of other Numeracy and Mathematics Units. It is recommended that application is also integrated with other units. The links between the different units encourages co delivery and assessment and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.

| **Element** | **Performance Criteria** |
| --- | --- |
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement.  Assessment of performance is to be consistent with the evidence guide. |
| 1 Use algebraic techniques to analyse and solve problems | 1.1 Algebraic expressions, rules, ***equations, formulae*,** and their conventions are used to describe *generalisations* or number patterns or relationships between variables.  1.2 The ***conventions and symbolic notation and representation*** of algebra including signed numbers and ***indices*** are used appropriately.  1.3 Substitution into ***formulae*** or algebraic expressions is used appropriately to find particular values.  1.4 Solve a ***range of equations*** using a variety of ***algebraic techniques***. |
| 2 Develop and use algebraic graphs to analyse relationships between variables | 2.1 ***Graphical techniques*** are used to draw linear and ***simple nonlinear*** graphs and analyse and solve relationships and ***equations***.  2.2 ***General shapes* and *major characteristics*** of linear and ***simple non-linear graph****s* are identified and their real world meanings interpreted.  2.3 **Equations are developed and written from given linear and** *simple non-linear graphs* |

| **Required Skills and Knowledge** |
| --- |
| This describes the essential skills and knowledge and their level, for this unit.   * the ability to interpret, select and investigate appropriate mathematical information and relationships highly embedded in an activity, item or text * the ability to select and apply a wide range of mathematical strategies flexibly to generate * solutions to problems across a broad range of contexts * the ability to analyse and evaluate the appropriateness, interpretations and wider implications of all aspects of a mathematical activity * ability to use a wide range of oral and written informal and formal language and representation including symbols, diagrams and charts to communicate mathematically |

| **Range Statement** | |
| --- | --- |
| The Range Statement relates to the unit of competency as a whole. It allows for different situations that may affect performance, e.g. access to resources; regional contexts. Bold italicised wording in the Performance Criteria is detailed below. | |
| ***Equations*** | * equations should involve one or two unknowns only |
| ***Formulae and generalisations*** *created may describe:* | * linear and simple non-linear number patterns (simple polynomial graphs); direct or inverse variation between variables in real or simulated situations; exponential growth or decay |
| ***Conventions and symbolic notation and representation*** *may include* | * simple indices, square roots, brackets, alternative conventions for division, and signed numbers to express and interpret formulae, rules and equations |
| ***Indices*** | * Indices should include positive, negative and key fractional values such as ½ and application of the index laws. |
| ***Range of equations*** | * should include a variety of types such as linear, quadratic, and simultaneous equations, which emerge from problem solving situations. |
| ***Algebraic techniques*** | * should be able to solve a range of equations using a variety of techniques such as: same operation on both sides; backtracking; factorising; or guess, check and improve and include transpositions, and some manipulation of algebraic fractions. |
| ***Graphical techniques*** *should include:* | * plotting points; sketching from known main features of algebraic function; and using technology like a graphing calculator or computer package (where experimental data is plotted, lines of best fit to be drawn by eye only or using graphing calculators or software programs) |
| ***Equations*** *to be solved by graphical techniques* | * may include simultaneous equations (e.g., two linear or one linear and one quadratic) but preferably linked to realistic contexts or situations such as comparing two different charge out rates for a service person. |
| ***General shapes*** *and* ***major characteristics*** *may include* | * naming and recognition of linear, parabolic and hyperbolic shapes * characteristics could include, x and y-intercepts, gradients, lines of symmetry, turning points, etc. |
| ***Simple non-linear graphs*** | * should include parabolas and hyperbolas |

| **Evidence Guide** | |
| --- | --- |
| The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission. | |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | * Learners will be able to use algebraic techniques to analyse and solve problems. * Learners will be able to develop and use algebraic graphs to analyse relationships between variables   Where performance criteria include a list of concepts or knowledge (e.g., such as measurement units: centimetres, metres, kilograms, litres, degrees Celsius etc.) it is assumed that most of these will be included as part of the teaching/learning program. It is not envisaged that all the listed items be assessed individually - competence in one or two being sufficient evidence that the criterion can be met.  In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:   * the knowledge requirements of this unit * the skill requirements of this unit. |
| **Context of and specific resources for assessment** | * assessment of performance requirements in this unit is undertaken over the course of the program * access to real/authentic or simulated tasks, materials and texts in relevant contexts * access to a computer and internet for information * access to calculators, computers for word processing or spreadsheets as appropriate |
| **Guidance information for assessment** | A range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of:   * use of relevant contexts and materials where the maths content may be hidden * a learning environment appropriate to the assessment task * appropriate support allowing for full participation * computer hardware and software, if appropriate   At this level the learner may:   * use a range of processes flexibly and interchangeably selecting from pen and paper, mental and electronically assisted strategies, including calculators (both statistical and graphing calculators) and software programs where appropriate to solve problems. * use a combination of oral and written mathematical and general language, symbols, abbreviations and diagrams in providing answers and solutions. * ask for some clarification and discussion of strategies from the teacher/tutor if required and recourse to first/ other language is acceptable   Appropriate assessment strategies include:   * records of teacher observations of students’ activities, discussions and practical tasks * questioning, for example: * online responses * interviews * self-assessment * verbal questioning * written questioning * portfolios, for example: * samples compiled by the learner * written reports of investigations or problem-solving activities * product with supporting documentation * self-assessment sheets, reflections, journal entries * pictures, diagrams, models etc. created by the learner * records of teacher observations of learner’s activities, discussions and practical tasks * third party feedback such as testimonials/reports from other teachers or support workers |

**Unit Code** VBQU165

**SA Code NYTP**

**Unit Title Use formal mathematical concepts and techniques to analyse and solve problems**

**Nominal Hours** 50

**Unit Descriptor** The focus of this unit is on identifying and using formal mathematical concepts and techniques and mathematical problem solving techniques to analyse and solve problems.

The required outcomes described in this unit of competency relate directly to the *National Reporting System* (NRS) (© Commonwealth of Australia and ANTA 1994-5). They contribute directly to the achievement of the NRS indicators of competence Level 5

Numeracy: 5.10, 5.11, 5.12 and 5.13.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification’s Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Appendix A.

**Application of Unit** People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.

It is strongly recommended that this Unit is integrated with the delivery and assessment of other Numeracy and Mathematics Units. It is recommended that application is also integrated with other units. The links between the different units encourages co delivery and assessment and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.

| **Element** | **Performance Criteria** |
| --- | --- |
| Elements describe the essential outcomes of a unit of competency | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range statement.  Assessment of performance is to be consistent with the evidence guide. |
| 1 Identify and use formal mathematical concepts | 1.1 A range of ***mathematical concepts and techniques*** relevant to the learner’s future study or employment needs is identified  1.2 Appropriate ***mathematical concepts and techniques*** are used to solve mathematical problems and techniques to analyse and solve problems  1.3 ***Specialised calculator or software functions*** relevant to the mathematical areas are used  1.4 Oral and formal written language and symbols related to the mathematical areas are used appropriately |
| 2 Use mathematical problem-solving techniques to analyse and solve problems | 2.1 Appropriate ***problem-solving techniques*** are used to interpret and extract relevant information from a task or problem  2.2 Both oral and written explanations of the problem solving and related mathematical techniques are used to explain the procedures used to solve the problem and to communicate the outcomes of the problem |

| **Required Skills and Knowledge** |
| --- |
| This describes the essential skills and knowledge and their level, required for this unit |
| * the ability to interpret, select and investigate appropriate mathematical information and relationships highly embedded in an activity, item or text * the ability to select and apply a wide range of mathematical strategies flexibly to generate solutions to problems across a broad range of contexts * the ability to analyse and evaluate the appropriateness, interpretations and wider implications of all aspects of a mathematical activity * ability to use a wide range of oral and written informal and formal language and representation including symbols, diagrams and charts to communicate mathematically |

| **Range Statement** | |
| --- | --- |
| The Range Statement relates to the unit of competency as a whole. It allows for different situations that may affect performance, e.g. access to resources, regional contexts. Bold italicised wording in the Performance Criteria is detailed below. | |
| ***Mathematical concepts and techniques*** | * These are to be chosen to provide an introduction to a specialist mathematical area relevant to the learner’s future employment or study needs, for example: * trigonometry including areas such as trigonometric ratios, bearings, angles of elevation and depression, etc * probability including areas such as the use of tree and Venn diagrams, complementary events, mutually exclusive events, etc * further statistics such as hypothesis testing and linear regression * introduction to calculus * scalars and vectors * business mathematics * mathematical concepts and techniques developed through this Element should be initially developed out of and related to practical problems. However it is expected that the related abstract mathematical concepts and techniques will need to be taught formally so that the learning forms the basis for future formal study in the area |
| ***Specialised calculator or software functions*** | * may include trigonometric, statistical, algebraic, power, graphical functions, etc * electronically assisted strategies, including calculators (both statistical and graphing calculators) and software programs should be utilised where appropriate to the area of study chosen |
| ***Problem-solving techniques*** | * appropriate problem solving techniques could be selected from strategies such as: guess and check; elimination; making a table, diagram or sketch; using patterns, rules, relationships and algebra; simplifying; or using a model or graph; etc * any expressions or patterns developed should only use mathematical procedures relevant to other learning outcomes of this level of the Certificate * combinations and permutations is a possible area that could be investigated and used for this Element |

| **Evidence Guide** | |
| --- | --- |
| The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission | |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | * Learners will be able to identify and use formal mathematical concepts and techniques to analyse and solve problems * Learners will be able to use mathematical problem solving techniques to analyse and solve problems.   Where performance criteria include a list of concepts or knowledge (e.g., such as measurement units: centimetres, metres, kilograms, litres, degrees Celsius etc.) it is assumed that most of these will be included as part of the teaching/learning program. It is not envisaged that all the listed items be assessed individually - competence in one or two being sufficient evidence that the criterion can be met.  In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:   * the knowledge requirements of this unit * the skill requirements of this unit. |
| **Context of and specific resources for assessment** | * assessment of performance requirements in this unit is undertaken over the course of the program * access to real/authentic or simulated tasks, materials and texts in relevant contexts * access to a computer and internet for information * access to calculators, computers for word processing or spreadsheets as appropriate |
| **Guidance information for assessment** | A range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of:   * use of relevant contexts and materials where the maths content may be hidden * a learning environment appropriate to the assessment task * appropriate support allowing for full participation * computer hardware and software, if appropriate   At this level the learner may:   * use a range of processes flexibly and interchangeably selecting from pen and paper, mental and electronically assisted strategies, including calculators (both statistical and graphing calculators) and software programs where appropriate to solve problems. * use a combination of oral and written mathematical and general language, symbols, abbreviations and diagrams in providing answers and solutions. * ask for some clarification and discussion of strategies from the teacher/tutor if required and recourse to first/other language is acceptable   Appropriate assessment strategies include:   * records of teacher observations of students’ activities, discussions and practical tasks * questioning, for example: * online responses * interviews * self-assessment * verbal questioning * written questioning * portfolios, for example: * samples compiled by the learner * written reports of investigations or problem-solving activities * product with supporting documentation * self-assessment sheets, reflections, journal entries * pictures, diagrams, models etc. created by the learner * records of teacher observations of learner’s activities, discussions and practical tasks * third party feedback such as testimonials/reports from other teachers or support workers |

**Competency Title Using algebraic functions**

**SA Code NYSN**

**Nominal Hours** 30

**Field of Education** 120103 Literacy and Numeracy Programs

**Unit Descriptor** This unit is to use algebra language and functions to solve mathematical problems

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of employability skills. The qualification’s employability skills summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Appendix A.

**Application of Unit** This unit provides the learner with skills and knowledge in specialised numeracy skills necessary to apply algebraic functions for further vocational studies or employment in trade or technical fields.

Completion or Skills Recognition of unit *Using Algebraic Operations* is highly recommended prior to attempting this unit

| **Element** | **Performance Criteria** |
| --- | --- |
| 1. Identify own skills and knowledge of algebraic functions and terms | 1.1 Knowledge of algebraic functions and equations is reviewed  1.2 ***Context and application*** of functions and equations in every day life are identified |
| 2. Use mathematics of Cartesian planes to identify the values and properties of mathematical equations | 2.1 Graphs are analysed and drawn with properties and features clearly identified in ***following mathematical conventions***  2.2 Graphical equations are used to solve problems relating to industry and every day mathematical contexts |
| 3. Apply mathematical rules to solve simultaneous equations | 3.1 ***Simultaneous equations*** are solved using the substitution method  3.2 Simultaneous equations are solved using elimination method  3.3 Methods and principles are explained and identified |
| 4. Apply mathematical rules to solve indices and exponential problems | 4.1 ***Law of indices*** is applied to solve problems using negative, fractional and zero indices  4.2 Use X y  and X1/y functions on a calculator to solve problems  4.3 Use index law to expand and simplify indices  4.4 Indice problems are practised in vocational and industry contexts |
| 5. Use mathematical rules to solve vector problems | 5.1 ***Draw vectors*** and label all properties accurately  5.2 Add two vectors using conventional mathematical processes |
| 6. Use correct mathematical language and notation | 6.1 Appropriate ***mathematical language and notation*** is identified for equations, indices and vectors  6.2 Function problems and symbols are translated in verbal and written formats |

| **Underpinning Skills and Knowledge** |
| --- |
| The required outcomes described in this unit of competency relate directly to the Australian Core Skills Framework (ACSF).  ASCF numeracy level 5 is recommended entry level to undertake this unit.  3.02 Experiments with new learning strategies in familiar contexts and applies some strategies in less familiar contexts  5.09 Analyses and synthesises highly embedded mathematical information in a broad range of tasks and texts  5.10 Selects from and flexibly applies a wide range of highly developed mathematical and problem-solving strategies and techniques in a broad range of contexts  5.11 Uses a wide range of mainly formal, and some informal, oral and written mathematical language and representation to communicate mathematically   * Problem solving skills to deal with trade problems encountered in industry. * Communication skills (oral and listening) in order to effectively access and understand information * Use of technology – calculator/computer to gather information. * Interpersonal skills to develop rapport with lecturers and other learners |

| **Range of Variables** | |
| --- | --- |
| Includes but is not restricted to: | |
| ***context and application:*** | * the every day context and application of functions and equations may include the following: * engineering applications with temperature variations * profit and loss equations relating to business or industrial design contexts * Cartesian plane to represent points, lines and their properties * represent points using Cartesian coordinates or ordered pairs * determine whether a given point is on a given line * solve simultaneous equations with two variables using substitution and elimination method |
| ***following mathematical conventions:*** | * plotting graphs to identify slope, coordinates, form of the equation and * using a table of values * plot graphs from tables of values * establish slope of line segment * identify regions that represent inequalities |
| ***simultaneous equations:*** | * linear equations are solved using substitution or elimination problem-solving approaches * identify the form of the equation of a straight line * identify parallel lines * find the equation of a straight line given the coordinates of two points |
| ***laws of indices:*** | * product * quotient * power laws * use Xy and X1/y functions on a calculator * expand and simplify expressions with both numeric and literal indices * apply laws of indices including negative, fractional and zero indices |
| ***draw vectors:*** | * simple vectors on Cartesian plane * construct vectors to represent vector quantities * identify direction and magnitude of 2 dimensional vectors * add two vectors |
| ***mathematical language and notation:*** | * language of function mathematics includes terms such as: * powers * exponents * linear graphs * Cartesian coordinates * slope segments * inequalities * calculate and simplify algebraic terms containing exponents |

| **Evidence Guide** | |
| --- | --- |
| ***critical aspects for assessment and evidence required to demonstrate competency in this unit:*** | * learners will be able to identify and use formal algebraic concepts and techniques to analyse and solve problem * in addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confers: * knowledge requirements of this unit * the skill requirements of this unit * learners will be able to use algebraic techniques to analyse and solve problems * learners will be able to use appropriate mathematical language and notation * relate differences in mathematical language and notation to cultural, linguistic, situational and gender backgrounds * interpret verbally expressed: * linear function * graphs * indices * exponents * scientific and engineering notation problems * explain the methods and principles involved in solving the problems * translate between maths symbols, written and spoken language |
| ***context of and specific resources for assessment:*** | * these mathematical operations need time to practise and wherever possible it is desirable that they be presented in a context which relates to trade contexts * assessment resources should consider the ACSF levels * students exiting from this unit will demonstrate numeracy skills in the range 4-5 using the ACSF |
| ***method of assessment:*** | * a range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of: * a learning environment appropriate to the assessment task * appropriate support allowing for full participation of those with special needs * appropriate assessment strategies may include: * direct observation * questioning * self assessment * online assessment * short tests * written tasks * project based assessment * small group problem solving * consistency in performance * endorsed standardised assessments * as far as possible, assessments should reflect real life situations in the workplace * learners must undertake the assessment independently |

**Competency Title Using algebraic operations**

**SA Code** **NYSP**

**Nominal Hours** 30

**Field of Education** 120103 Literacy and Numeracy Programs

**Unit Descriptor** This unit develops basic algebraic numeracy skills to enable learners to use the algebraic rules in basic trade or technical operations

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of employability skills. The qualification’s employability skills summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Appendix A.

**Application of Unit** This unit supports basic algebraic skills and knowledge required in further studies or employment in trade and technical vocations

Completion or Skills Recognition of unit *Using Basic Mathematical Operations* is highly recommended prior to attempting this unit

| **Element** | **Performance Criteria** |
| --- | --- |
| 1 Review and gain an overview ofalgebraic skills | 1.1 Knowledge of:   * directed numbers * pronumerals * linear equations * factorisation * substitution * transposition   is reviewed  1.2 ***Algebraic mathematical******language*** is identified  1.3 Context and application of algebra in every day life is identified |
| 2 Solve basic operations in an algebraic context | 2.1 Mathematical algebraic problems are ***analysed and solved***  2.2 Problems are solved using ***basic operations*** including order of operations, directed numbers  2.3 Review answers ***for accuracy***, validity and addressing conventional mathematical formatting |
| 3 Use rules for pronumerals in an algebraic context | 3.1 Mathematical algebraic problems are analysed and solved ***using pronumerals***  3.2 ***Written and verbal problems*** are solved using pronumerals  3.3 Pronumerals are collected and identified mathematical expressions  3.4 ***Basic operations are applied to pronumerals***  3.5 Basic operations are applied to square and cubed root problems |
| 4 Apply rules of algebra to solve real life tasks | 4.1 Pronumeral values are substituted into expressions and formulae  4.2 The ***distributive law*** is applied accurately  4.3 Common factors are identified and collected using factorisation  4.4 ***Linear equations*** are solved  4.5 Simple formulae are transposed  4.6 ***Methods and principles*** are explained and identified |
| 5 Uses and translates between engineering and scientific notation | 5.1 ***Engineering and scientific notation*** are converted accurately  5.2 Algebraic problems are solved using engineering and scientific notation with a calculator |
| 6 Use correct mathematical language and notation | 6.1 Differences in mathematical language and notation are identified as ***culturally defined***  6.2 Algebraic problems and ***symbols are translated in verbal and written formats*** |

| **Underpinning Skills and Knowledge** |
| --- |
| The required outcomes described in this unit of competency relate directly to the Australian Core Skills Framework (ACSF)  ASCF numeracy level 4 is recommended entry level to undertake this unit  3.02 Experiments with new learning strategies in familiar contexts and applies some strategies in less familiar contexts  4.09 Extracts and evaluates mathematical information embedded in a range of tasks and texts  4.10 Selects from and applies an expanding range of mathematical and problem-solving strategies in a range of contexts  4.11 Uses a range of informal and formal oral and written mathematical language and representation to communicate mathematically   * Problem solving skills to deal with trade problems encountered in industry * Communication skills (oral and listening) in order to effectively access and understand information * Use of technology – calculator/computer to gather information * Interpersonal skills to develop rapport with lecturers and other learners |

| **Range of Variables** | |
| --- | --- |
| Includes but is not restricted to: | |
| ***algebraic mathematical******language:*** | * uses algebraic language (in particular pronumerals) in familiar and specialised contexts * may relate to particular trade contexts depending on industry focus |
| ***basic operations:*** | * refers to: * addition * subtraction * multiplication * division |
| check ***for accuracy:*** | * uses estimation, calculator for checking feasibility and recheck for accuracy, identify errors and determine areas for further skills development * answers are ***checked for accuracy***, validity and addressing conventional mathematical formatting |
| ***basic operations are applied to pronumerals:*** | * addition, subtraction, multiplication and division of pronumerals in trade or industry contexts * algebraic problems applying square and cubed root. |
| ***the distributive law:*** | * every day, simple application of distributive law |
| ***culturally defined:*** | * differences in mathematical language may be defined by: * cultural * linguistic * situational * gender   backgrounds |
| ***engineering and scientific notation:*** | * engineering and scientific notation used in a practical every day context |

| **Evidence Guide** | |
| --- | --- |
| ***critical aspects for assessment and evidence required to demonstrate competency in this unit:*** | * learners must demonstrate basic operations in algebra involving: * directed numbers * order of operation rule * collection of like terms * using pronumerals * calculation and use of squared and cubed roots * can apply the rules of algebra to specific tasks including: * substitution (expressions and formulae) * distributive law * factorising and common factors * solving linear equations * transpositions with simple formulae * using scientific and engineering notation * uses appropriate mathematical language and notation in problem solving |
| ***context of and specific resources for assessment:*** | * these mathematical operations need time to practise and wherever possible it is desirable that they be presented in a context which relates to trade contexts * assessment resources should consider the ACSF levels. Students exiting from this unit will demonstrate numeracy skills in the range 4-5 using the ACSF |
| ***method of assessment:*** | * a range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of: * a learning environment appropriate to the assessment task * appropriate support allowing for full participation of those with special needs * appropriate assessment strategies may include: * direct observation * questioning * self assessment * online assessment * short tests * written tasks * project based assessment * small group problem solving * consistency in performance: * endorsed standardised assessments * as far as possible, assessments should reflect real life situations in the workplace * learners must undertake the assessment independently |

**Competency Title Using basic mathematical operations**

**SA Code** NYSG

**Nominal Hours** 30

**Field of Education** 120103 Literacy and Numeracy Programs

**Unit Descriptor** This unit develops numeracy skills to enable learners to effectively apply basic mathematical applications

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of employability skills. The qualification’s employability skills summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Appendix A.

**Application of Unit** This unit may be integrated with the delivery and assessment of other Numeracy, Mathematics or Science units where appropriate.

The links between the different units encourages co delivery and assessment and replicates real life situations where tasks and activities integrate in a wide range of purposes and in a variety of contexts.

| **Element** | **Performance Criteria** |
| --- | --- |
| 1. Select and determine mathematical content in familiar and every day contexts | 1.1 M**athematical information** is identified and extrapolated from numeric text  1.2 Numeric problems are matched with the appropriate **type of operations**  1.3 Appropriate mathematical language is applied to problem solving |
| 2. Apply mathematical skills to solve familiar numeric problems | 2.1 Mathematical operations are completed and solved accurately  2.2 Mathematical problems are solved using **basic operations** and written in a form which is clear and accurate  2.3 Answers are **checked for accuracy**, validity and addressing the appropriate mathematical formatting |
| 3. Identify and compare similar mathematical terms and concepts | 3.1 Similar mathematical notions are **identified and ranked**  3.2 Mathematical operations are **compared** **and** **converted** between similar notions  3.3 Answers are clearly set out and problems addressed using **appropriate mathematical language** |

| **Underpinning Skills and Knowledge** |
| --- |
| Australian Core Skills Framework level indicators  The required outcomes described in this unit of competency relate directly to the Australian Core Skills Framework (ACSF)  ASCF learning, reading and numeracy strategies at level 2 is recommended entry level to undertake this unit.  2.01 Demonstrates some awareness of learning strengths and areas of need, and begins to plan and manage the learning process  2.02 Applies a limited range of learning strategies in structured and familiar contexts  2.09 Identify and comprehend mathematical information in familiar activities or texts  2.10 Selects and uses appropriate familiar mathematical problem-solving strategies to solve problems in familiar contexts   * 1. Uses informal and some formal oral and written mathematical language and representation to communicate mathematically * Problem solving skills to deal with mathematics in every day life * Communication skills (oral and listening) in order to effectively access and understand information * Use of technology – calculator/computer to gather information * Interpersonal skills to develop rapport with lecturers and other learners and learn independently |

| **Range of Variables** | |
| --- | --- |
| Includes but is not restricted to: | |
| ***mathematical information:*** | * real life texts relevant to every day life. Could include: * classified ads * brochures * advertisements * accounts |
| ***type of operations:*** | * addition * subtraction * multiplying * division |
| ***basic operations:*** | * operations involving: * whole numbers * decimals * fractions * percentages * ratios   in familiar contexts |
| ***checked for accuracy:*** | * able to recheck for accuracy, identify errors and areas for further skills development |
| ***identified and ranking:*** | * estimating, ordering, ranking and rounding: * decimals * fractions * percentages |
| ***compared and converted:*** | * comparing and converting: * decimals * fractions * percentages |
| ***appropriate mathematical language:*** | * naming, recognising and sorting place value concepts in the decimal system |

| **Evidence Guide** | |
| --- | --- |
| The evidence guide provides and advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the guidance for Assessment | |
| ***critical aspects for assessment and evidence required to demonstrate competency in this unit:*** | * multiply and divide whole numbers * name place value of number in the decimal system * rank and order numbers in the decimal system * add and subtract decimal numbers to 3 decimal places * multiply and divide decimals by 10, 100 and 1000 * multiply and divide decimals by whole numbers * round off decimal numbers to two decimal places * identify and differentiate between numerator, denominator, proper, improper and mixed fractions * add and subtract simple fractions with the same denominator * multiply and divide simple fractions * calculate percentage of an amount using a calculator * increase and decrease an amount by common percentages * compare and convert familiar and common decimals, fractions and percentages using problem solving and tables * recognise common ratios * calculate basic proportions and ratios to solve familiar and every day life tasks * calculate areas, perimeters or volumes of squares, rectangles, cuboids * convert between common metric units * solve word problems using these basic operations |
| ***context of assessment:*** | * a range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of: * a learning environment appropriate to the assessment task * appropriate support allowing for full participation of those with special needs * appropriate assessment strategies may include: * direct observation * questioning * self assessment * online assessment * short tests * written tasks * project based assessment * small group problem solving |
| ***consistency of performance:*** | * mathematical operations need time to practise and assessment should be undertaken over the course of the program * it is desirable that they be presented in familiar, appropriate and relevant every day contexts * assessment resources should consider the ACSF levels * students exiting from this unit will demonstrate numeracy skills in the range 2-3 using the ACSF * access to a computer and internet for information * access to calculators, computers for word processing or spreadsheets as appropriate * as far as possible, assessments should reflect real life situations * learners must undertake the assessment independently * learners may not consult anyone during the assessment |
| ***guidance information for assessment:*** | * if a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate competency normally demonstrated through the spoken word, eg Auslan |

**Competency Title Using geometry and trigonometry**

**SA Code** **NYSS**

**Nominal Hours** 30

**Field of Education** 120103 Literacy and Numeracy Programs

**Unit Descriptor** This unit develops skills in geometry and trigonometry relevant to trade, technical studies and workplaces

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of employability skills. The qualification’s employability skills summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Appendix A.

**Application of Unit** This unit further develops geometry and trigonometry knowledge and skills to apply in trade or technical vocation.

Completion or Skills Recognition of unit *Using Measurement Mathematics* is highly recommended prior to attempting this unit

| **Element** | **Performance Criteria** |
| --- | --- |
| 1 Identify own skills and knowledge of the geometric and trigonometry mathematical field | 1.1 Knowledge of geometry and trigonometry is reviewed  1.2 ***Geometry and trigonometry mathematical language*** is identified  1.3 ***Context and application*** of geometry and trigonometry in every day life is identified |
| 2 Use mathematical geometric equipment to draw angles and lines | 2.1 ***Mathematical geometric equipment*** is used toconstruct, measure and classify ***angles and lines***  2.2 Answers are checked for feasibility |
| 3 Apply rules of geometry to calculate angles and sides | 3.1 Unknown angles are calculated in triangles using supplementary and complementary angles  3.2 Unknown angles in parallel lines cut by transversal are calculated using corresponding, alternate and co-interior of the supplementary angles  3.3 ***Pythagoras’ theorem*** is used to calculate the third side of a right-angled triangle  3.4 Similar triangles are identified and used |
| 4 Calculate angles and sides using trigonometry mathematics | 4.1 Angles and sides in a right-angled triangle are calculated using hypotenuse, opposite and adjacent angles  4.2 ***Trigonometry ratio problems*** are solved using trigonometric mathematics  4.3 Trigonometric functions on calculator are used to calculate answers  4.4 Answers are checked for feasibility |
| 5 Use correct mathematical language and notation | 5.1 Geometry and trigonometry mathematical language is used appropriately  5.2 Geometry and trigonometry mathematical ***problems and symbols are translated in verbal and written formats*** |

| **Underpinning Skills and Knowledge** |
| --- |
| The required outcomes described in this unit of competency relate directly to, the Australian Core Skills Framework (ACSF)  ASCF numeracy level 4 is recommended entry level to undertake this unit  3.02 Experiments with new learning strategies in familiar contexts and applies some strategies in less familiar contexts  4.09 Extracts and evaluates mathematical information embedded in a range of tasks and texts  4.10 Selects from and applies an expanding range of mathematical and problem-solving strategies in a range of contexts  4.11 Uses a range of informal and formal oral and written mathematical language and representation to communicate mathematically   * Problem solving skills to deal with trade problems encountered in industry * Communication skills (oral and listening) in order to effectively access and understand information * Use of technology – calculator/computer to gather information * Interpersonal skills to develop rapport with lecturers and other learners |

| **Range of Variables** | |
| --- | --- |
| Includes but is not restricted to: | |
| ***geometry and trigonometry mathematical language:*** | * relate differences in mathematical language and notation to cultural and linguistic situations * interpret verbal problems in geometry and trigonometry * translate between maths symbols written and spoken * identify prior knowledge of geometry and trigonometry * use simple geometric equipment to measure and construct angles and lines |
| ***context and application:*** | * industry applications such as: * surveying * navigation * mapping * reading, building, design, home DIY projects, calculation of heights and distances, etc * construct, measure and classify angles * construct right angles, parallel and perpendicular lines * check feasibility of answers obtained * apply the rules of geometry to calculate angles and sides * calculate unknown angle in triangle, around a point, and those involving supplementary and complementary angles |
| ***mathematical geometric equipment:*** | * ruler * geoliner * protractor * set square * compass * electronic calculator |
| ***angles and lines:*** | * angles and lines of right angled triangles * evaluate corresponding, alternate and co-interior or supplementary angles where parallel lines are cut by a transversal * identify and use similar triangles |
| ***Pythagoras’ theorem:*** | * mathematics of right angled triangles using Pythagoras * use Pythagoras' theorem to calculate the third side of a right-angled triangle * identify and use similar triangles |
| ***trigonometry ratio problems:*** | * problems based on real life situations relating to work or life * can use trigonometry to calculate angles and sides for specific tasks using right angled triangles * identify hypotenuse, opposite and adjacent sides in right-angled triangles * isolate and extract relevant information from a given problem * select correct trigonometric ratio to use in a given problem or real life situation * isolate and extract relevant information from a given problem * explain method and estimate answers |
| ***problems and symbols are translated in verbal and written formats:*** | * convert mathematical representations into verbal descriptors of the problem in relation to industry and technical vocational requirements * calculate answer to the appropriate number of significant figures * assess the feasibility of answers by checking with the original estimates * use appropriate mathematical language and notation * interpret and explain verbal problems in geometry and trigonometry * explain the methods used to solve problems |

| **Evidence Guide** | |
| --- | --- |
| ***critical aspects for assessment and evidence required to demonstrate competency in this unit:*** | * learners will be able to identify and use formal geometry and trigonometry concepts and techniques to analyse and solve problem * in addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms: * knowledge requirements of this unit * the skill requirements of this unit |
| ***context of and specific resources for assessment:*** | * these mathematical operations need time to practise and wherever possible it is desirable that they be presented in a context which relates to trade contexts * assessment resources should consider the ACSF levels. Students exiting from this unit will demonstrate numeracy skills in the range 4-5 using the ACSF |
| ***method of assessment:*** | * a range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of:   + - * + a learning environment appropriate to the assessment task         + appropriate support allowing for full participation of those with special needs * appropriate assessment strategies may include:   + - * + direct observation         + questioning         + self assessment         + online assessment         + short tests         + written tasks         + project based assessment         + small group problem solving |
| ***consistency in performance:*** | * as far as possible, assessments should reflect real life situations in the workplace * learners must undertake the assessment independently |
| ***guidance information for assessment:*** | * if a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate competency normally demonstrated through the spoken word, eg Auslan |

**Competency Title Using mathematical operations for trade purposes**

**SA Code** NYSH

**Nominal Hours** 30

**Field of Education** 120103 Literacy and Numeracy Programs

**Unit Descriptor** This unit supports the development of numeracy skills that underpin a variety of trade and industry technical calculations.

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of employability skills. The qualification’s employability skills summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Appendix A.

**Application of Unit** Completion or Skills Recognition of unit *Using Basic Mathematical Operations* is highly recommended prior to attempting this unit.

This unit may be integrated with the delivery and assessment of other Numeracy, Mathematics or Science units where appropriate.

The links between the different units encourages co delivery and assessment and replicates real life situations where tasks and activities integrate in a wide range of purposes and in a variety of contexts.

| **Element** | **Performance Criteria** |
| --- | --- |
| 1. Identify and select mathematical content in some familiar and specialised contexts | 1.1 ***Mathematical content*** is identified and selected from trade and/or industry contexts  1.2 Numeric problems are matched with the appropriate mathematical ***problem solving strategies***  1.3 Appropriate mathematical language is applied to problem solving |
| 2. Apply mathematical skills to solve numeric problems in some familiar and specialised contexts | 2.1 Mathematical problems are analysed and solved.  2.2 Problems are solved using ***mathematical operations*** including multiplication and division  2.3 Answers are ***checked for accuracy***, validity and addressing conventional mathematical formatting |
| 3. Describe and explain mathematical relationships between decimals, fractions and percentages | 3.1 Mathematical notions aredescribed and explained  3.2 Conversion relationships between decimals, fractions and percentage are practised and applied to solve problems  3.3 Answers are clearly set out and problems addressed usingappropriate mathematical language |
| 4. Solve mathematical problems using ratio and measurement calculations in a trade context | 4.1 ***Ratio mathematics*** is practised and applied to solve trade and industry calculations  4.2 ***Measurement mathematics*** is practised and applied to solve trade and industry calculations  4.3 Answers are checked for accuracy and mathematical language conventions are followed |

| **Underpinning Skills and Knowledge** |
| --- |
| Australian Core Skills Framework level indicators  The required outcomes described in this unit of competency relate directly to the Australian Core Skills Framework (ACSF)  ASCF learning reading and numeracy strategies at level 3 is recommended entry level to undertake this unit.  3.03 Selects and applies a range of reading strategies as appropriate to purpose and text type  3.09 Selects and interprets mathematical information that may be partly embedded in a range of familiar and some less familiar tasks and texts  3.10 Selects from and uses a variety of developing mathematical and problem-solving strategies in a range of familiar and some less familiar contexts  3.11 Uses a combination of both informal and formal oral and written mathematical language and representation to communicate mathematically   * Problem solving skills to deal with trade problems and technical calculations encountered within an industry context * Communication skills (oral and listening) in order to effectively access and understand information * Use of technology – calculator/computer to gather information * Interpersonal skills to develop rapport with lecturers and other learners * Completion or Skills Recognition of unit *Using Basic Mathematical Operations* is highly recommended prior to attempting this unit |

| **Range of Variables** | |
| --- | --- |
| Includes but is not restricted to: | |
| ***mathematical content:*** | * real life familiar and some specialised texts relevant to working in a trade and/or industry context. Could include: * product packaging * work instructions * advertising materials * MSDS documents |
| ***problem solving strategies:*** | * they will estimate the feasibility of answers and use a range of numeric and word based problem solving strategies * students will use a blend of: * personal in the head methods * pen and paper * calculator/technological processes with problem solving |
| ***mathematical operations:*** | * addition * subtraction * multiplying * division * uses: * whole numbers * decimals * fractions * percentages * ratios |
| ***checked for accuracy:*** | * uses estimation, calculator for checking feasibility and recheck for accuracy, identify errors and determine areas for further skills development |
| ***ratio mathematics:*** | * solving numeric and trade based problems using proportions and ratio |
| ***measurement mathematics:*** | * solving measurement problems including: * area * perimeter * volume * surface area * conversion between metric and imperial units |

| **Evidence Guide** | |
| --- | --- |
| ***critical aspects for assessment and evidence required to demonstrate competency in this unit:*** | * multiply whole numbers up to three digit numbers * divide whole numbers up to three digit numbers by two digit numbers * use a 15 by 15 multiplication table matrix * multiply and divide decimals by whole numbers and decimals up to three decimal places * round decimal numbers to whole numbers and up to three decimal places * convert decimals to fractions, fractions to percent, percent to decimals and vice versa * add and subtract fractions with different denominators including mixed fractions * multiply and divide fractions with different denominators including mixed fractions * calculate percentage of an amount * calculate ratios to three proportions * calculate perimeter, area, volume and surface area of regular shapes such as squares, rectangles, circles, triangles, cuboids, cylinders and trapezium * convert between metric and imperial units. Use common standard units which relate to the relevant trade and/or industry context |
| ***context of and specific resources for assessment:*** | * mathematical operations need time to practise and assessment should be undertaken over the course of the program. Wherever possible it is desirable that they be presented in a appropriate and relevant context which relates to trade and or industry context * assessment resources should consider the ACSF levels. Students exiting from this unit will demonstrate numeracy skills in the range 3-4 using the ACSF * access to a computer and internet for information * access to calculators, computers for word processing or spreadsheets as appropriate |
| ***method of assessment:*** | * a range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of: * a learning environment appropriate to the assessment task * appropriate support allowing for full participation of those with special needs * appropriate assessment strategies may include: * direct observation * questioning * self assessment * online assessment * short tests * written tasks * project based assessment * small group problem solving |
| ***consistency in performance:*** | * as far as possible, assessments should reflect real life situations in the workplace * learners must undertake the assessment independently * learners may not consult anyone during the assessment |
| ***guidance information for assessment:*** | * if a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate competency normally demonstrated through the spoken word, eg Auslan |

**Competency Title Using measurement mathematics**

**SA Code NYST**

**Nominal Hours** 20

**Field of Education** 120103 Literacy and Numeracy Programs

**Unit Descriptor** This unit develops measurement and numeracy skills to enable learners to prepare for further study or industry employment.

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of employability skills. The qualification’s employability skills summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Appendix A.

**Application of Unit** This unit provides the learner with skills and knowledge necessary to apply a range of basic numeracy and mathematical functions to every day situations.

It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units as well as literacy units. Co-delivery with other units replicates real life situations and develops a broader range of skills in numeracy and literacy.

Completion or Skills Recognition of unit *Using Basic Mathematical Operations* is highly recommended prior to attempting this unit.

| **Element** | **Performance Criteria** |
| --- | --- |
| 1 Review own knowledge of measurement mathematics | 1.1 ***Measurement mathematics*** is identified and selected from texts  1.2 Review of scope of study area is undertaken with mensuration, conversion, estimation and geometry  1.3 Appropriate mathematical language is recognised and used |
| 2 Understand the relationships between the metric system and the imperial system | 2.1 ***Metric prefixes*** are identified and converted for mass, length and capacity  2.2 Conversion tables are used to convert metric to imperial measures and vice a versa  2.3 Answers are ***checked for accuracy***, validity and follow conventional mathematical formatting |
| 3 Recognise and identify properties of geometric figures and shapes | 3.1 ***Geometric figures*** are identified, drawn and labelled  3.2 Geometric figures are constructed from paper or electronically following appropriate properties for each shape |
| 4 Use formulae to solve common measurement problems using perimeter, area and volume | 4.1 Use perimeter, area and volume formulae to solve problems using 2D figures in ***every day measurement contexts***  4.2 Use perimeter, area and volume formulae to solve problems using 3D figures in ***every day measurement contexts*** |
| 5 Use appropriate mathematical terms and notations with measurement | 5.1 Appropriate mathematical language and notation is used for measurementand problem solving |

| **Underpinning Skills and Knowledge** |
| --- |
| The required outcomes described in this unit of competency relate directly to the Australian Core Skills Framework (ACSF).  ASCF learning, reading, writing and oral communication and numeracy at level 3 is recommended entry level to undertake this unit.  3.02 Experiments with new learning strategies in familiar contexts and applies some strategies in less familiar contexts  3.09 Selects and interprets mathematical information that may be partly embedded in a range of familiar and some less familiar tasks and texts  3.10 Selects from and uses a variety of developing mathematical and problem-solving strategies in a range of familiar and some less familiar contexts  3.11 Uses a combination of both informal and formal oral and written mathematical language and representation to communicate mathematically   * Problem solving skills to deal with trade problems encountered in industry * Communication skills (oral and listening) in order to effectively access and understand information * Use of technology – calculator/computer to gather information * Interpersonal skills to develop rapport with lecturers and other learners |

| **Range of Variables** | |
| --- | --- |
| Includes but is not restricted to: | |
| ***measurement mathematics:*** | * real life familiar and some specialised texts covering: * mensuration * conversion * estimation * geometry |
| ***metric prefixes and symbols:*** | * includes correct metric prefixes and symbols for: * mass * length * capacity * area * volume |
| ***geometric figures:*** | * square, circle, triangle and rectangle as 2D figures * cylinders, cuboids, triangular prisms as 3D figures |
| ***every day measurement contexts:*** | * may include:   + - * + laying turf         + painting         + laying carpet         + constructing borders         + paving         + kitchen operations using household chemicals, etc |

| **Evidence Guide** | |
| --- | --- |
| ***critical aspects for assessment and evidence required to demonstrate competency in this unit:*** | * evidence of the following is essential: * understanding of mathematic principles to select and use appropriate formulae, estimate expected answers and check feasibility of answers obtained * understanding of the relationship between metric and imperial units of measurement and display the ability to convert measures to obtain measurements for: * mass * length * capacity * area * volume * temperature * understanding of two and three dimensional figures and shapes in practical and real life situations to calculate: * perimeter * area * volume |
| ***context of and specific resources for assessment:*** | * these mathematical operations need time to practise and wherever possible it is desirable that they be presented in a context which relates to every day contexts * assessment resources should consider the ACSF levels. Students exiting from this unit will demonstrate numeracy skills in the range 3-4 using the ACSF |
| ***method of assessment:*** | * a range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of: * a learning environment appropriate to the assessment task * appropriate support allowing for full participation of those with special needs * appropriate assessment strategies may include: * direct observation * questioning * self assessment * online assessment * short tests * written tasks * project based assessment * small group problem solving |
| ***consistency in performance:*** | * endorsed standardised assessments * as far as possible, assessments should reflect real life situations in the workplace * learners must undertake the assessment independently |
| ***guidance information for assessment:*** | * if a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate competency normally demonstrated through the spoken word, e.g. Auslan |

**Competency Title Using statistics and graphs**

**SA Code NYSR**

**Nominal Hours** 30

**Field of Education** 120103 Literacy and Numeracy Programs

**Unit Descriptor** This unit develops skills in using graphs and statistics to collect, present and analyse data.

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of employability skills. The qualification’s employability skills summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Appendix A.

**Application of Unit** This unit provides the learner with skills and knowledge necessary to apply a range of numeracy and mathematical functions using statistics and graphs.

Where possible it is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units as well as literacy units. Co-delivery with other units replicates real life situations and develops a broader range of skills in numeracy and literacy.

Completion or Skills Recognition of unit *Using Mathematical Operations for Trade Purposes* is highly recommended prior to attempting this unit.

| **Element** | **Performance Criteria** |
| --- | --- |
| 1 Review own skills and knowledge of using statistics and graphs | 1.1 Knowledge of statistics and graphs and is reviewed  1.2 Statistics and graphs mathematical language is identified  1.3 ***Context and application*** of ***statistics and graphs*** in every day life is identified |
| 2 Construct and interpret graphs | 2.1 ***Graphs are constructed*** in ***various forms***  2.2Graphs are ***critically analysed and interpreted***  2.3 Calculations are performed on data to prepare for graph construction  2.4 Graphs are constructed in the form of pie chart, linegraphs, histograms or bar charts |
| 3 Arrange and analyse data to solve problems | 3.1 Determine ***three different types of tendencies***  3.2 Use of the word “average” is analysed in ***every day contexts***  3.3 Statistical data is collected and recorded in a frequency table  3.4 ***Statistical graphs*** are plotted from frequency table  3.5 Answers are checked for feasibility |
| 4 Use correct mathematical language and notation | 4.1 Statistics and graphical mathematical language is used appropriately  4.2 Statistics and graphical mathematical ***problems and symbols are translated in verbal and written formats*** |

| **Underpinning Skills and Knowledge** |
| --- |
| The required outcomes described in this unit of competency relate directly to, the Australian Core Skills Framework (ACSF).  ASCF numeracy level 4 is recommended entry level to undertake this unit.  3.02 Experiments with new learning strategies in familiar contexts and applies some strategies in less familiar contexts  4.09 Extracts and evaluates mathematical information embedded in a range of tasks and texts  4.10 Selects from and applies an expanding range of mathematical and problem-solving strategies in a range of contexts  4.11 Uses a range of informal and formal oral and written mathematical language and representation to communicate mathematically   * Problem solving skills to deal with trade problems encountered in industry * Communication skills (oral and listening) in order to effectively access and understand information * Use of technology – calculator/computer to gather information * Interpersonal skills to develop rapport with lecturers and other learners |

| **Range of Variables** | |
| --- | --- |
| Includes but is not restricted to: | |
| ***context and application:*** | * real applications such as: * income distribution * health statistics * safety data * statistics   relevant to every day life or work |
| ***statistics and graphs:*** | * representation of statistical information in visual, pictorial or graphic form |
| ***graphs are constructed:*** | * manually on paper * in pictorial or histogram form * using technology |
| ***various forms:*** | * pie * histogram * bar and line graphs |
| ***critically analysed and interpreted:*** | * graphs are analysed and data is critically examined to determine what is and is not being represented |
| ***three different types of tendencies:*** | * mean * median * mode |
| ***every day contexts:*** | * newspaper or articles based on real life situations relating to work or life |
| ***statistical graphs:*** | * cumulative frequency curves and histograms |
| ***problems and symbols are translated in verbal and written formats:*** | * convert mathematical representations into verbal descriptors of the problem |

| **Evidence Guide** | |
| --- | --- |
| ***critical aspects for assessment and evidence required to demonstrate competency in this unit:*** | * evidence of the following is essential:   + - * + displays understanding of statistical and graphical information to successfully construct and interpret pie, histogram, bar and line graphs         + performs mathematical calculations through the use of statistical buttons on calculators and statistics software         + solves problems through the collection, recording and interpretation of data |
| ***context of and specific resources for assessment:*** | * these mathematical operations need time to practise and wherever possible it is desirable that they be presented in a context which relates to trade contexts * assessment resources should consider the ACSF levels. Students exiting from this unit will demonstrate numeracy skills in the range 4-5 using the ACSF |
| ***method of assessment:*** | * a range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of:   + - * + a learning environment appropriate to the assessment task         + appropriate support allowing for full participation of those with special needs * appropriate assessment strategies may include:   + - * + direct observation         + questioning         + self assessment         + online assessment         + short tests         + written tasks         + project based assessment         + small group problem solving |
| ***consistency in performance:*** | * endorsed standardised assessments * as far as possible, assessments should reflect real life situations in the workplace * learners must undertake the assessment independently * learners may not consult anyone during the assessment |
| ***guidance information for assessment:*** | * if a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate competency normally demonstrated through the spoken word, eg Auslan |

**Competency Title Utilise basic patterns of clause and sentence structure**

**SA Code NYTF**

**Nominal Hours** 40

**Field of Education** 120103 Literacy and Numeracy Programs

**Unit Descriptor** This unit of competency is designed to provide sign language users with base knowledge of, and skills in, print English text structures – with this unit directed specifically at sentence level.

**Employability Skills**

The required outcomes described in this unit of competency contain applicable facets of employability skills.

The qualification’s employability skills summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Appendix A.

**Application of Unit** This unit may be studied as a discreet unit of study for explicit learning of English grammar.

It may also be studied alongside units of study of particular text types, or units exploring text structures, be they reading units (text deconstruction and analysis) or writing units (text construction).

The unit deals with essential word order in basic English clauses, to equip the Deaf writer (accustomed to the multi-dimensional structures of signed languages) with the skills and knowledge to negotiate the linear structured syntax as used in written English.

This unit underpins skills and knowledge essential to the core units “Writing general texts independently”, and “Read general texts independently”.

Note: This unit requires additional lecturer vocational competencies in Auslan when delivered to Deaf and hard of hearing learners. Refer to 7.2

| **Element** | **Performance Criteria** |
| --- | --- |
| 1 Basic elements and verb patterns of English clause and sentence structures are determined | 1.1 ***Basic elements of English clause structure*** are outlined  1.2 Basic verb patterns used in English, ***and the role of word order*** are described and discussed with comparisons made with ***linguistic devices used in Auslan to perform the same functions***  1.3 ***Functions of mood sentence forms*** are discussed  1.4 Basic patterns and ***variations in word order*** typically used in English for basic mood sentence forms are outlined and described, with comparisons made with basic linguistic devices used in Auslan to perform the same functions  1.5 Ways in which clauses are ***joined together***, and cohesion is maintained in written English are outlined |
| 2 Elements of basic noun phrases are determined | 2.1 Functions of the noun group as subject and object of a main clause are identified  2.2 The components and constituent order of basic noun phrases are identified  2.3 Basic ***functions and usage*** of ***six main types of nouns*** are identified  2.4 Basic functions and usage of ***pronouns****,* ***determiners and adjectives*** within a noun phrase are outlined |
| 3 Elements of basic verb phrases are determined | 3.1 Basic functions of the verb group of a clause are identified and explored  3.2 Structures of basic verb phrases in ***simple clause patterns***are identified and explored |
| 4 Elements of basic complements are determined | 4.1 Basic functions of complement are identified and explored  4.2 ***Types of basic complements*** are identified and explored |

| **Underpinning Skills and Knowledge** |
| --- |
| Australian Core Skills Framework level indicators  The required outcomes described in this unit of competency relate directly to the Australian Core Skills Framework (ACSF)  The unit focus is parallel with ACSF 2 Writing and ACSF 2 Reading “Grammar” performance features:  2.01 Demonstrates some awareness of learning strengths and areas of need and begins to plan and manage the learning process  2.02 Applies a limited range of learning strategies in structured and familiar contexts  2.03 Identifies and interprets relevant information and ideas within familiar contexts  2.04 Uses a number of reading strategies to identify and interpret relevant information within familiar text types  2.05 Conveys intended meaning on familiar topics for a limited range of purposes and audiences  2.06 Produces familiar text types using simple vocabulary, grammatical structures and conventions  3.07 Select and uses appropriate strategies to establish and maintain signed communication in familiar and some unfamiliar contexts  3.08 Derives meaning from a range of signed texts in familiar and some unfamiliar contexts |

| **Range Statement** | |
| --- | --- |
| Includes but is not restricted to: | |
| ***basic elements of English clause structure:*** | * subject (as noun phrase), verb (as verb phrase), object (as noun phrase), complement (as clause complements, adjective complements and prepositional complements), adverbial (as modifying element)   + - * + compound sentences containing 2 or 3 clauses         + simple verb tenses         + simple cohesive devices         + adjectives, pronouns, prepositions as used within simple descriptions         + simple time and location markers |
| ***the role of word order:*** | * making and changing of meanings via word order, such as changing the active agent by making subject and object changes, or differentiating statements from questions |
| ***functions of mood sentence forms:*** | * differing sentence forms are used for differing purposes, such as to inform, to command, to ask |
| ***variations in word order typically used in English for******basic mood sentence forms:*** | * such as making changes in the placement of verb and subject to create question forms, or the omission of subject in a command |
| ***linguistic devices used in Auslan to perform the same functions:*** | * ways in which the lexico-grammar of Auslan is used to create these same communicative meanings. Linguistic elements such as non-manual elements, directionality, use of carriers in verbless clauses are discussed and simple, basic functional and structural comparisons are made |
| ***joined together:*** | * simple conjunctive lexicon such as: * “and” * “but” * “then” |
| ***functions and usage:*** | * the ways in which English grammatical structures can be chosen and used to create the meanings desired by the writer |
| ***six main types of nouns:*** | * count nouns (singular and plural forms), non-count nouns (as used to refer to qualities, substances, processes and topics), collective nouns, and proper nouns |
| ***pronouns:*** | * personal pronouns as both subject and object, demonstrative as determiners. Indefinite pronouns as subject |
| ***determiners:*** | * general (at this level, *“a”, “an”, ”few”, “many”, “most”, “much”, some”)* and specific (the definite article *“the”*; demonstratives as subject or object [as above, see pronouns]; possessives as below [see possessive adjectives] |
| ***adjectives:*** | * adjectives as modifiers or premodifiers of the head of noun phrase, position of adjectives within noun phrases, order of adjectives. Possessive adjectives as determiners |
| ***simple clause patterns:*** | * SVO (ordinary transitive verbs) and SV (intransitive verbs) clause patterns |
| ***types of basic complements:*** | * linking verbs *“be”* as complement * noun phrase as complement * adjectives as complement * basic adverbials consisting of adverbs, adverb phrase, or prepositional phrase, * simple time adverbials [*at in on*] [*yesterday, first, then*] and simple adverbials of place [*at in on*] * prepositional phrases with noun phrase as object |

| **Evidence Guide** | |
| --- | --- |
| ***critical aspects for assessment and evidence required to demonstrate competency in this unit:*** | * it is not envisaged that all the performance criteria be assessed individually * students will demonstrate competency when, in addition to integrated learning of the elements and their related performance criteria, they have produced evidence within their own writing of naturalistic texts that they are able to produce: * basic noun phrase consisting of determiner; adjective [as modifier or premodifier]; and head, with alternatives being the omission of determiner and/or premodifier * basic simple present and past (including some regular and irregular verb forms), and present and past continuous verb phrases * auxiliary verbs (*”do”, “be”, “have*”), and their basic negative and question forms * basic complements consisting of adverbs, adverb phrase, or prepositional phrase, using simple time adverbials [*at in on*] [*yesterday, first, then*] and simple adverbials of place [*at in on*] |
| ***context of and specific resources for assessment:*** | * access to: * various on-line signed texts if required * various on-line print English texts if required * library * a range of Auslan and/or English texts as appropriate to learner * a learning environment appropriate to the assessment * access to a computer and internet for information * assessment resources should consider the ACSF levels as stated above (Underpinning Skills and Knowledge) |
| ***method of assessment:*** | * assessment strategies may include:   + - * + teacher instruction         + practice within communicative settings (authentic or set-up via games)         + practice via book work         + participation in class discussions         + student/teacher dialogue         + summative assessment         + practical classroom exercises         + questioning         + short tests         + signed tasks         + written tasks         + group or class discussions |
| ***consistency in performance:*** | * recourse to support, clarification, assistance and guidance * all assessment may be done individually, in pairs, or in groups |
| ***guidance information for assessment:*** | * all assessment, may be conducted in Auslan, written English, multi-media or artistic representation   + - * + whole class, group or individual assessments as appropriate         + use of a note-taker, interpreter or support worker encouraged if appropriate to student’s individual needs |

**Competency Title Write texts independently**

**SA Code** NYSB

**Nominal Hours** 40

**Field of Education** 120103 Literacy and Numeracy Programs

**Unit Descriptor** The focus of the unit is on the development of general writing skills to create a range of texts of some complexity for communication with others.

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of employability skills. The qualification’s employability skills summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Appendix A.

**Application of Unit** This unit provides the learner with skills and knowledge necessary to create a range of texts with a community, education, or vocational context and purpose.

These skills will provide the foundation for future activities associated with producing complex text.

| **Element** | **Performance Criteria** |
| --- | --- |
| 1. Determine content of texts | 1.1 Determine the type of text to be written by gathering information and ideas  1.2 Identify the ***features*** of the particular ***text type***  1.3 Select content and length for text type  1.4 Identify intended audience |
| 2. Draft texts | 2.1 Draft information and ideas in a logical sequence  2.2 Choose appropriate ***text features*** and language for ***audience and purpose***  2.3 Refine content and length for text type |
| 3. Write, revise, proof read and edit texts | 3.1 Write, revise, proof-read and edit for accuracy and meaning  3.2 Seek ***feedback*** on writing from peers and/or facilitator  3.3 Present texts in an ***appropriate format*** |

| **Underpinning Skills and Knowledge** |
| --- |
| Australian Core Skills Framework level Indicators  The required outcomes described in this unit of competency relate directly to, the Australian Core Skills Framework (ACSF).  ASCF learning, reading, writing and oral communication strategies at level 2 is recommended entry level to undertake this unit.  2.01 Demonstrates some awareness of learning strengths and areas of need and begins to plan and manage the learning process  2.02 Applies a limited range of learning strategies in structured and familiar contexts  2.03 Identifies and interprets relevant information and ideas within familiar contexts  2.04 Uses a number of reading strategies to identify and interpret relevant information within familiar text types  2.05 Conveys intended meaning on familiar topics for a limited range of purposes and audiences  2.06 Produces familiar text types using simple vocabulary, grammatical structures and conventions  2.07 Uses every day language to provide information or maintain a conversation in familiar spoken contexts  2.08 Listens (or signs) for relevant information in oral texts across familiar contexts  Works independently in a supported environment |

| **Range of Variables** | |
| --- | --- |
| ***text type*** *may be:* | * procedural or transactional:   + minutes of meeting   + memos   + instructions   + business letters   + resumes   + reports   + newsletter   + brochures * narrative or recount:   + stories   + poetry   + songs   + scripts   + web pages/weblogs   + journal entries * descriptive or expressive:   + poetry   + stories   + songs   + scripts   + web pages/weblogs   + journal   + essays * persuasive, argumentative or discursive:   + letters to the editor   + opinions   + essays   + web page/weblogs   + journal * expanded answers to specific questions * summaries of reading |
| ***audience for the text*** *may include:* | * group members e.g.: * report * summary of research * collaborative work * teacher, facilitator * public, e.g. letters to the editor * club members, e.g. newsletter article * children, e.g. stories |
| ***purpose of the text*** *may include:* | * to: * inform * convince * express an opinion * amuse * report * analyse * instruct |
| ***text features*** *may include:* | * text structure: * clearly structured text using a range of structural conventions * a number of linked paragraphs * conventions of paragraph writing, e.g.: * development of one major topic in each paragraph * use of topic sentences * features of narrative and expressive texts, e.g.: * chronological sequencing of events * logically sequenced and cohesive prose * orientation * complication * resolution in narrative texts * use of descriptive language * features of informative texts, e.g. transparent organisation, such as: * sequentially ordered dot points * numbered instructions * alphabetical * numerical listings * spacing * headings * general statement * factual description or logically sequenced explanation * conclusion * features of procedural texts, e.g. instructions: * statement of goal * requirements * steps to achieve the goal * features of persuasive texts, e.g.: * argument: * statement of opinion * arguments * summing up * discursive: * opening statement * arguments for and against * conclusion or recommendations * features of transactional texts, e.g. formal letter format: * formal opening * statement of purpose * details * request * confirm * inform or clarify action * formal close * sentences, for example: * consistent use of grammatically correct simple, compound and complex sentences * use of linking devices appropriate to text type * use of standard punctuation * control over the use of generic grammatical forms such as temporal links e.g. “meanwhile” and abstract nouns e.g. “migration”, and referential devices and nominalisations * awareness and appropriate/effective use of local varieties of non standard Australian English, slang, LOTE * regular use of standard punctuation * vocabulary: * use of appropriate language for audience and purpose, e.g.: * descriptive language * techniques to convey feelings and ideas * figures of speech * use of vocabulary specific to topic * precise selection of vocabulary to convey shades of: * meaning * tone * register * syntax * words spelt with accuracy |
| ***seek feedback*** *may include:* | * feedback from the teacher, peers, or another support person, for: * spelling and punctuation * grammatical accuracy * clarity of purpose and audience * clarity of message * appropriateness of layout, tone and register * effectiveness of layout features |
| ***appropriate format:*** | * handwritten * word processed * online e.g.: * email * web page * weblog * PowerPoint * font: * size * style * spacing |

| **Evidence Guide** | |
| --- | --- |
| ***critical aspects and evidence required to demonstrate competency in this unit:*** | * learners will create texts to meet a range of purposes and convey information clearly and accurately * evidence that texts have been created on at least five occasions including two developed with minimal assistance. These five texts must address at least three different text types. Two of the texts may have been developed for assessment in other units * where performance criteria include a list of concepts or knowledge (e.g. punctuation or grammatical conventions) it is assumed that most of these will be included as part of the teaching/learning program. It is not envisaged that all the listed items be assessed individually – competence in one or two being sufficient evidence that the criterion can be met |
| ***context of assessment:*** | * a range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of: * a learning environment appropriate to the assessment task * access to real/authentic or simulated tasks, materials and texts in familiar and relevant contexts * appropriate support allowing for full participation * computer hardware and software, if appropriate |
| ***consistency of performance:*** | * this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts |
| ***resource implications:*** | * assessment of performance requirements in this unit is best undertaken using resources of relevance to the learner‘s learning needs * access to real texts in context * research facilities, e.g.: * library * computer with internet access |

**APPENDIX A**

**EMPLOYABILITY SKILLS SUMMARY**

|  |  |
| --- | --- |
| **Employability Skill** | **Requirements for this qualification include:** |
| Communication | * Locates, interprets and evaluates relevance of information in text of some complexity * Write texts of some complexity relevant to purpose and audience * Interprets information and adapts communication to suit particular situations and audience needs * Investigates mathematical information and relationships embedded in a task * Uses a range of formal and information mathematical language and representation |
| Teamwork | * Collaborates with others to establish and applies strategies to meet agreed goals * Works as an individual and a member of a team * Gives and receives feedback in a supported context. Listens/attends to and acts on suggestions from others |
| Problem Solving | * Chooses and uses the most appropriate strategies to solve problems * Clarifies nature of problem individually or with others * Solves problems in a range of contexts * Selects and applies a range of mathematical strategies to solve problems in a variety of contexts |
| Initiative/Enterprise | * Adapts to change in procedures or arrangements * Sees opportunities to make improvements and independently chooses strategies to achieve them |
| Planning/Organising | * Applies planning and organising processes to manage multiple activities and/or people * Clarifies goals with appropriate person(s). Plan stages/processes/ timelines/responsibilities. Locates/accesses resources * Evaluates planning including successful outcomes and barriers to completion |
| Self Management | * Identifies personal goals and vision * Chooses appropriate ways to perform effectively and manages own time and priorities * Maintains safety for self and others |
| Learning | * Identifies a range of learning options, and clarifies learning goals * Willingly chooses and applies learning strategies to achieve own learning goals |
| Technology | * Use a range of learning/ communication technologies * Chooses and uses the most appropriate technologies for the situation |

**APPENDIX B**



**AUSTRALIAN CORE SKILLS FRAMEWORK (ACSF)**

**Overview**

The Australian Core Skills Framework (ACSF) describes levels of performance in the 5 core skills of:

**Learning**

**Reading**

**Writing**

**Oral Communication**

**Numeracy**

**Indicators**

Indicators are statements that describe performance at each level of the 5 core skills.

The Indicators must be interpreted in conjunction with Support, Context, Text and Task Statements and Performance Features.

There are 11 Indicators at each of the 5 levels of the ACSF (See Table 1).

|  |  |  |
| --- | --- | --- |
| **ACSF INDICATORS OF PERFORMANCE**  **11 AT EACH OF THE 5 LEVELS** | | |
| **Core Skill** | **Indicator Number** | **Description** |
| **Learning** | .01 | The first indicator addresses the active awareness of self as a learner, learning orientations and approaches to the management of learning |
| .02 | The second indicator addresses the acquisition and application of practical strategies that facilitate learning |
| **Reading** | .03 | The first indicator addresses audience, purpose and meaning-making strategies |
| .04 | The second indicator addresses text structure and features, grammatical expression of ideas, word-identification strategies and vocabulary |
| **Writing** | .05 | The first indicator addresses audience, purpose and meaning-making strategies |
| .06 | The second indicator addresses vocabulary, grammatical structure and the conventions of writing |
| **Oral Communication** | .07 | The first indicator primarily addresses speaking |
| .08 | The second indicator primarily addresses listening |
| **Numeracy** | .09 | The first indicator addresses the identification of mathematical meaning in activities and texts |
| .10 | The second indicator addresses the problem-solving and mathematical processes used |
| .11 | The third indicator addresses the way informal and formal language, symbolic and diagrammatic representations, and conventions of mathematics are used to communicate |

Table 1: The ACS Indicators of Performance

**Support**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | SUPPORT | CONTEXT | TEXT | | TASK COMPLEXITY | |
| FIVE LEVELS OF PERFORMANCE | 1 | Full support  Works alongside expert/mentor  Prompting and modelling provided | Highly familiar contexts  Concrete and immediate  Very restricted range of contexts | Short and simple  Highly explicit purpose  Limited, highly familiar vocabulary | Concrete tasks of 1 or 2 processes, e.g. locating, recognising | |
| 2 | High level support  May work with expert/mentor  Modelling available and accessible if requested | Familiar and predictable contexts  Limited range of contexts | Simple familiar texts with clear purpose  Familiar vocabulary | Explicit tasks involving a limited number of familiar processes, e.g. identifying, interpreting | |
| 3 | Moderate support  Advice and modelling available | Range of familiar contexts  Some less familiar/routine contexts  Some specialisation in routine contexts | Routine texts  May include some unfamiliar elements and embedded information  Includes some specialised vocabulary | Tasks include a number of steps within the one task, e.g. sequencing, basic inferencing, extrapolation and integration | |
| 4 | Minimal support, as requested  Establishing own support resources | Range of contexts including some that are unfamiliar and/or unpredictable  Some specialisation in non-routine contexts | Complex texts  Embedded information  Includes specialised vocabulary  Includes abstraction and symbolism | Complex task analysis involving application of a number of processes, e.g. extracting, comparing and interpreting information | |
| 5 | Little or no support  Initiates support from own established resources | Broad range of contexts  Adaptability within and across contexts  Specialisation in one or more contexts | Highly complex texts  Highly embedded information  Includes highly specialised language | Sophisticated task analysis including interpretation, analysis, reflection, synthesis, evaluation and recommendation | |

Table 2: Support, context, text and task across the 5 levels of the ACSF

**Performance Features**

Performance Features for each core skill provide more specific information about the Indicators through detailed descriptions of what a person who is fully competent in an ACSF level is able to do. They act as a guide to ensure consistent and reliable interpretation of the Indicators at each level.

Performance Features are aligned to factors that provide a means of focusing on the development of specific elements of skills in order to inform curriculum development and planning. It is important to note that the Performance Features are a set of guiding examples and are not meant to provide an exhaustive checklist. They have been grouped to reflect the order of the Indicators although some are relevant for both Indicators in a level.

Sourced from Commonwealth of Australia, 2008, *Australian Core Skills Framework*, Dept of Education, Employment and Workplace Relations, Canberra

Download complete ACSF Document

<http://www.deewr.gov.au/Skills/Programs/WorkplaceEnglishLanguageandLiteracy/Documents/AustralianCoreSkillsFramework.pdf>

1. This unit has been updated and mapped to ACSF levels as part of continuous improvement. No changes to course outcomes [↑](#footnote-ref-2)
2. This unit has been updated and mapped to ACSF levels as part of continuous improvement. No changes to course outcomes. [↑](#footnote-ref-3)
3. This unit has been updated and mapped to ACSF levels as part of continuous improvement. No changes to course outcomes [↑](#footnote-ref-4)
4. This unit has been updated and mapped to ACSF levels as part of continuous improvement. No changes to course outcomes [↑](#footnote-ref-5)
5. This unit has been updated and mapped to ACSF levels as part of continuous improvement. No changes to course outcomes [↑](#footnote-ref-6)